



# Conference Proceedings

16th ICTEL 2019 – International Conference on Teaching, Education & Learning, 27-28 August, Rome

27-28 August 2019

# Conference Venue

University of Washington – Rome Center (UWRC), Piazza del Biscione  
95, 00186 Roma, Italy

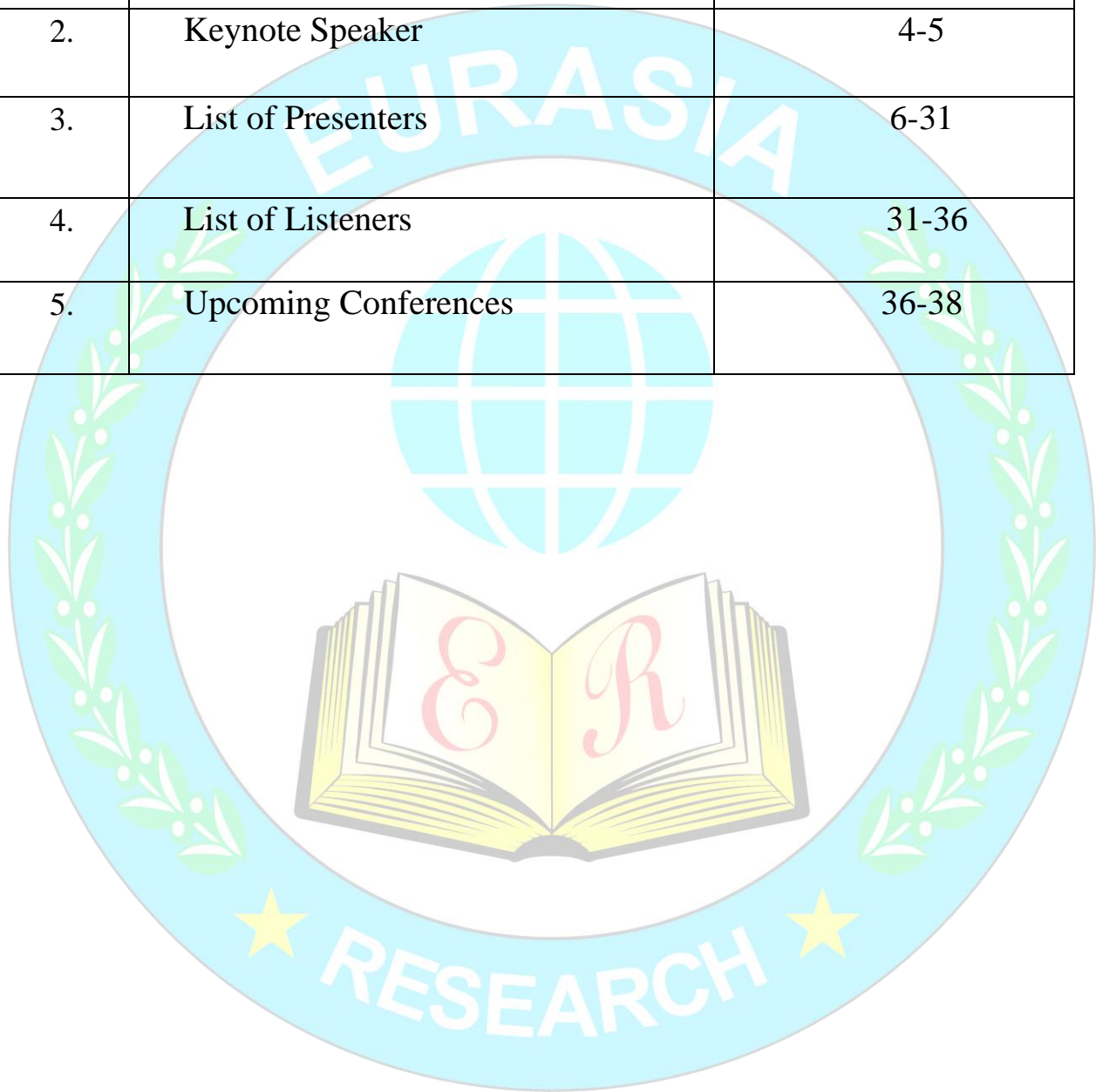
Email: [convener@eurasiaresearch.info](mailto:convener@eurasiaresearch.info)

<https://eurasiaresearch.org>

<https://teraweb.org/>

**Table of Content:**

S. No.	Particulars	Page Numbers
1.	Preface	3
2.	Keynote Speaker	4-5
3.	List of Presenters	6-31
4.	List of Listeners	31-36
5.	Upcoming Conferences	36-38



**Preface:**

Teaching and Education Research Association (TERA) is a community of passionate researchers, practitioners and educationists for the development and spread of ideas in the field of teaching and learning. TERA aims to bring together worldwide researchers and professionals, encourage intellectual development and providing opportunities for networking and collaboration. These objectives are achieved through academic networking, meetings, conferences, workshops, projects, research publications, academic awards and scholarships. The driving force behind this association is its diverse members and advisory board, who provide inspiring ideas and research contribution. Scholars, Researchers, Professionals are invited to freely join TERA and become a part of this ever growing network, working for benefit of society and research with the spirit of sharing and mutual growth.

For this conference around 95 Participants from around 13 different countries have submitted their entries for review and presentation.

TERA has now grown to 4528 followers and 2817 members from 45 countries.

Membership in our scholarly association ADTEL is completely free of cost.

List of members: <https://teraweb.org/membership/list-of-members/>

Membership Application form link: <https://teraweb.org/membership/>

Proceedings is a book of abstracts, all the abstracts are published in our conference proceedings a day prior to the conference.

You can get our conference proceedings at: <https://teraweb.org/conference/proceedings/>

We hope to have an everlasting and long term friendly relation with you in the future.

In this context we would like to share our social media web links:

<https://www.facebook.com/adtelweb/>

You will be able to freely communicate your queries with us, collaborate and interact with our previous participants, share and browse the conference pictures on the above link.

Our mission is to make continuous efforts in transforming the lives of people around the world through education, application of research & innovative idea.



## **KEYNOTE SPEAKER**



### **Dr. Mladen Milicevic**

**Professor, Loyola Marymount University, School of Film and Television, Recording Arts Department, Los Angeles, California**

Dr Mladen Milicevic is Professor in the Recording Arts Department at Loyola Marymount University, Los Angeles. He has been the Chair of the Recording Arts Department for 11 years, and in 2019 he stepped down from that position to become the first faculty member at Loyola Marymount University who teaches 100% online classes. Now, Dr Milicevic's primary educational interest is focused on online teaching modalities. His academic interests are interdisciplinary and he has made many presentations at various international conferences on a wide range of topics such as music, film, aesthetics, semiology, sociology, education, artificial intelligence, religion, and cultural studies.

#### **Profile Web Links:**

<https://sftv.lmu.edu/faculty/?expert=mladen.milicevic>

[https://en.wikipedia.org/wiki/Mladen\\_Milicevic](https://en.wikipedia.org/wiki/Mladen_Milicevic)

<https://www.imdb.com/name/nm0587437/>

<https://www.linkedin.com/in/mladen-milicevic-963a811/>

## **PLENARY SPEAKER**



**Christine Condaris**

**Fine & Performing Arts Department, Massachusetts College of Liberal Arts, North Adams, Massachusetts, United State**

Christine Condaris is Professor of Music and former Chair of the Department of Fine & Performing Arts at the Massachusetts College of Liberal Arts in North Adams, Massachusetts, USA. She has had a wide range of experience in her 4+ decade's career as an educator and administrator. Highlights include co-founding the Northern Berkshire Creative Arts, a not for profit education organization and the North Adams New Music Consort, an ensemble dedicated to the works of indeterminate instrumentation. Professor Condaris has served a guest editor for an arts and medicine edition of the International Journal of User Driven Healthcare, Andy reviewed for Multicultural Journal as well as Notes, the Quarterly Journal of the Music Library Association. She has lectured at Hebei University in China, the International Society for Music Education Conference in Prague, and most recently, at the Institute for Education and Research in Athens, Greece. Professor Condaris has a Ph.D. and B.A. cum lauded from Wesleyan University CT in Ethnomusicology and an M.A. from New York University in Musicology.

## **PRESENTERS**

<p><b>Joseph Bamidele Odunuga</b> ERCICTEL1917051</p>	<p><b>Assessment of Pre-Service Teachers Preparedness for 21st Century World of Work in Nigeria Colleges of Education</b></p> <p><b>Joseph Bamidele Odunuga</b> Department of Adult and Non-Formal Education, Federal College of Education, Abeokuta, Nigeria</p> <p><b>Abstract</b></p> <p>The 21st century is experiencing greater changes, which necessitate the need for skillful preparation of students in order to face the dynamic challenges of the world of work, as well as ability to invent and contribute meaningfully in their chosen career. These challenges include and not limited to factors such as Job Competitiveness and Youth Unemployment which are aftermath of knowledge advancement in all sectors including education. In Nigeria, most of the teachers who have been trained to teach in basic literacy schools and centres are either underemployed or unemployed. This scenario is suggestive of the need for pre-service teachers to be gainfully and skilfully prepared with the 21st century skills in order to be fit for the 21st century world of work. A skilfully prepared teacher can change his or her career path at any time. This paper therefore attempts to assess the preparedness of the pre-service teachers in Nigeria Colleges of Education, for the 21st century world of work. These are Teacher Education institutions specifically established and supported by the education policy with a mandate to produce teachers for the basic level of education in Nigeria. This paper specifically focuses on whether or not Pre-service teachers in Adult and Non-Formal Education are aware of the 21st century skills required to face the challenges of the 21st century world of work by virtue of their training. 150 pre-Service teachers in three Colleges of Education located in the South West of Nigeria were randomly selected for the study. It is expected that the outcome of the study which is still in progress, will be significant enough to provide useful information about the types of 21st century skills needed to prepare the Pre-service teachers in Adult and Non-formal education for the world of work.</p> <p><b>Keywords:</b> Pre-Service Teachers, 21st Century Skills, 21st Century World Of Work, Adult And Non-Formal Education, Colleges Of Education</p>
<p><b>Adeola Odunuga</b> ERCICTEL1917052</p>	<p><b>Towards Music Teachers Competence on Students' Academic Achievement: Frameworks for Assessing Music Teaching and Learning</b></p> <p><b>Adeola Odunuga</b> Department of Music, School of Arts and Social Sciences, Adeyemi College of Education, Ondo, Nigeria</p> <p><b>Abstract</b></p> <p>In Nigeria, there is a growing interest in assessing music teacher competence. This is prompted by demand for quality assurance and for greater recognition of the music teaching profession. Various assessment instruments have been developed in the western world to assess music teachers at various stages in their professional careers in the context of selection, certification, and professional development. There is a need for a framework design of this type to assess music teaching and learning in Nigeria. This paper developed three frameworks for assessing music teaching and learning in Nigeria. It discusses advantages of these frameworks when using it to set up interpretive arguments. This design was derived from Bloom's taxonomy of domains, Dunkin and Biddle's theory of classroom teaching and learning and Westera's competency model. It is fashioned for the peculiarity of music to be used as an instrument on which assessor's judgement will be based for an improved music teachers' performance. It gives a spread sheet of its application in practice in classroom assessment. It concludes that in developing domain of competence, the assessment content should be relevant and representative for the teaching profession. The paper recommends that music education administrators and supervisors should use these frameworks for assessing music teacher and music teaching programme periodically. It is believed that the framework will serve its purpose for valuable judgements.</p>



<p><b>Mai Kamal</b> ERCICTEL1917053</p>	<p><b>Keywords: Assessment, Music Teacher, Competence, Music Teachers' Competence</b></p> <p><b>A Reflective Based Program for Developing Graduate Students Academic Writing at the Faculties of Education</b></p> <p><b>Mai Kamal</b> English and Scientific Methods Department, German University, Cairo, Egypt</p> <p><b>Abstract</b> Regardless of the level of proficiency of English language among graduate students in Egyptian public universities, most of them struggle to produce rigorous academic text, such as: research proposals, research articles, or a thesis. While academic writing is an essential asset for professional academic development, it has been shown that this type of writing skill has been difficult for these students to master. This research aimed at designing and testing a reflective-based program whose purpose is facilitate acquiring the main academic writing and critical thinking skills for students in Egyptian public universities. This program will be based on reflective teaching methods. Its effectiveness will be measured based on a coherent approach, with specific criteria to measure the quality of the students' academic writing skills and their overall scholarly performance. A total of 30 male and female EFL graduate student teachers participated in this study. This is a mixed-method quasi experimental research which will employ both qualitative and quantitative research methods. The instruments used to conduct this study were a pre-post-test, an academic writing rubric, and a reflective journal. The collected data was analyzed using T-test in all its parametric cases. The findings from this research will potentially be of significant benefit for a wide swath of students in Egyptian public universities.</p> <p><b>Keywords: Academic Writing Skills, Reflective Teaching, Reflective Journals</b></p>
<p><b>Kate Ezeoba</b> ERCICTEL1917054</p>	<p><b>Curriculum Intervention Strategies for Children with Learning Disability at Lower Basic Education: A Tool for Sustainable Development</b></p> <p><b>Kate Ezeoba</b> Department of Curriculum and Instruction, School of General Education, Nwafor Orizu College of Education, Nsugbe, Anambra, Nigeria</p> <p><b>Victor Emeka Okafor</b> Department of Curriculum and Instruction, School of General Education, Nwafor Orizu College of Education, Nsugbe, Anambra, Nigeria</p> <p><b>Abstract</b> Curriculum intervention strategies for children with learning disabilities are necessary conditions for promoting sustainable development in Nigeria. This paper examined some fundamental concepts that relate to the study such as learning disabilities, curriculum strategies and sustainable development. It highlighted the features of children with learning disabilities and features of teachers that could teach them successfully. The paper discussed various curriculum intervention strategies for children with learning disabilities and stressed the need to adopt inclusive teaching techniques such as co-teaching techniques, peer tutoring strategy, and multiple instructional delivery system as a way of solving the learning needs of children with learning disabilities. In addition, the use of instructional materials' by teachers was advocated as powerful tool to arouse and sustain students interest in his/her studies. The paper concluded that teachers should ensure that children with learning disabilities are meaningfully taught in the general education schools as this practice will promote sustainable development. Based on the findings of the research work, relevant recommendations were made.</p> <p><b>Keywords: Curriculum, Intervention, Learning, Disability</b></p>
<p><b>Victor Okafor</b> ERCICTEL1917055</p>	<p><b>Integrating Sex Education in Secondary Schools Curriculum for Sustainable Development in Nigeria</b></p> <p><b>Victor Emeka Okafor</b> Department of Curriculum and Instruction, School of General Education, Nwafor Orizu College of Education, Nsugbe, Anambra, Nigeria</p>

	<p style="text-align: center;"><b>Kate Oge Ezeoba</b> Department of Curriculum and Instruction, School of General Education, Nwafor Orizu College of Education, Nsugbe, Anambra, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Integrating sex education curriculum in secondary schools is inevitable in this era of sexual promiscuity and recklessness among youths. This paper examines the major concepts of this work; sexuality, sex education and sustainable development. It highlighted the proposed sex education curriculum and its goals for Nigerian secondary schools. The paper extensively explained the reasons for difficulty in discussing sexuality between parents and their children or adults and young ones. It concluded that issues relating to sexuality education should be addressed if not the adolescents will be left in confused state in which they will resort to any available means to solve their sexual problems some relevant recommendations were made.</p> <p><b>Keywords: Sex, Education, Curriculum, Development</b></p>
<p><b>Irene Muller</b> ERCICTEL1917056</p>	<p style="text-align: center;"><b>Social - And Project-Based Learning A Winning Combination in Pre-Service Teacher Training</b></p> <p style="text-align: center;"><b>Irene Muller</b> School of Mathematics, Science and Technology Education, North West University, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This paper aims to indicate the value of social – and project-based learning to pre-service teacher training at a campus of the North West University, South Africa. The training of pre-service teachers is currently under the spotlight in South Africa and the world. The world in which we live requires from teachers to be responsible citizens who attend to needs in their communities as problem-solvers and guiders. The implementation of social - and project-based learning in Physical -and Natural Science not only enhances real life learning, but empowers pre-service teachers or teachers in training with the needed skill and capabilities. The emphasis on the identity of each participant to add to a shared knowledge base regarding content and context are acknowledged with this approach to teaching and learning. The paper encourages dynamic classroom environments and indicates to students, teachers and lecturers exiting ways to deal with scientific concepts as linked to responsible citizenship. Research findings for a Ph D in Projects and Management support this papers.</p>
<p><b>Sylvan Blignaut</b> ERCICTEL1917057</p>	<p style="text-align: center;"><b>Reflections on the Teaching of a Course to Postgraduate Students on Race, Class and Privilege</b></p> <p style="text-align: center;"><b>Sylvan Blignaut</b> School of Educational Research and Engagement, Nelson Mandela University, Port Elizabeth, South Africa</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The FOE at Mandela University has embarked on a process of renewing their curricula over the last three years. One of the courses that had been substantially modified is an educational theory course on Educational Thought. Some of the topics that were infused into the course deal with issues like racism, privilege and class. In this paper I reflect on the students' experiences with this module. The preliminary findings of this exploratory paper suggests that some Postgraduate students experienced this course positively although there were a substantial minority of students that experienced it less positively as they argued that they had nothing to do with Apartheid and that they did not see the need to dwell on the past.</p>
<p><b>Hewa Ahmed Sulaiman Al-Dalawi</b> ERCICTEL1917058</p>	<p style="text-align: center;"><b>Talent Identification and Development Literature; Lessons for Sports Development in Iraq</b></p> <p style="text-align: center;"><b>Hewa Ahmed Sulaiman Al-Dalawi</b> College Of Physical Education, University of Garmian, Kalar, Iraq</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Iraq has experienced continuous decline in sport performance over time, with national teams failing to qualify for major international competitions, with yet no successful attempt to turn the tide. It is therefore important to understand the factors militating against sport development in Iraq. This paper presents a review of extant Talent Identification and Development literature to unearth the</p>



	<p>major factors of effective development so that stakeholders in sport development in Iraq can draw lessons on how best to handle the process of turning sporting potentials into successful performance. A desktop study was carried out of the literature on talent development in sports. Major sport databases were searched for studies relevant to the review, analysis of existing literature revealed models and factors of effective development, as well as some context specific practices in the Iraq sport sector. The review revealed some inconsistencies in between the established literature and the talent development procedures in Iraq. It was concluded that stakeholders should take advantage of this review to align their processes with evidence based practice, while recommendation were made for further studies.</p> <p><b>Keywords: Sport, Talent, Identification, Development, Environment</b></p>
<p><b>Muhammad Kamran</b> <b>ERCICTEL1917059</b></p>	<p><b>Globalization, Post-colonialism and World Literature</b></p> <p><b>Muhammad Kamran</b> <b>Department of Urdu, Oriental College, University of the Punjab, Lahore, Pakistan</b></p> <p><b>Abstract</b></p> <p>While colonialism was a frontal, more militant system of conquest and overthrow, globalization is a subtle, more nihilistic conquest", writes Ameh Dennis Akoh (2010) in his study of globalization and its relation to postcolonialism. Globalization as a political ideology emerged after the Cold War, and it has been construed by leading postcolonial theorists as another form of imperialism that is much more sinister in its implications. Globalization's project to open borders and erase boundaries emerges from existing centers of power which entails the dissolution of national cultures in favor of cosmopolitanism. As a political tool of cultural unification, globalization does not offer a level playing field where disparate cultures and histories can co-exist and intermingle, instead it is another form of cultural dominance where minoritarian cultures are co-opted into larger Western discursive and epistemic frameworks. Critics of globalization therefore rightly point out that the idea of so-called "universalism" behind globalizing endeavors is not inclusive of marginalized and oppressed cultures. It is also imperative to question that, in a global village, who really possesses the power to cross and thus benefit from open borders and international trade, and for whom open borders are never really open. Furthermore, as the idea of "world literature" becomes more viable in a globalized world, the cost is the erasure of vernacular and regional literatures. Postcolonial academia must therefore resist the promises of globalization and re-center marginalized vernaculars in place of the global Anglophone canon. In my research paper, I will discuss the impact of globalization on Pakistani and contemporary world.</p>
<p><b>Jeje Olusola Samuel</b> <b>ERCICTEL1917060</b></p>	<p><b>Evaluating the Status of Mathematics Laboratory in Secondary Schools in Ekiti –State</b></p> <p><b>Jeje Olusola Samuel</b> <b>Mathematics Department, College of Education, Ikere, Ekiti, Nigeria</b></p> <p><b>A.A M. &amp; Ojo</b> <b>College of Education, Ikere, Ekiti, Nigeria</b></p> <p><b>Abstract</b></p> <p>The purpose of this study was to evaluate the status of mathematics laboratory in secondary schools in Ekiti State. To achieve these objectives, six research questions were developed and answered. A 6 item-structured questionnaires was developed and used in collecting the data survey research design was used for the study. The questionnaire was administered on 200 respondents and 180 copies were found worthy for data analysis. The findings of the study revealed that not all secondary schools in the selected senatorial Area have Mathematics laboratory and all the students like attending Mathematics laboratory classes. Probably because of equipment and instructional materials in the laboratory which assisted the students to solve mathematics as a visible phenomenon rather than abstract entities. The study also found out that there are problems of inadequate equipment, inadequate professional mathematics teachers and epileptic supply of electricity. It was recommended that Government should provide all the secondary schools with enough mathematics laboratory equipment and provide electricity to the schools to enable students have more interest in mathematics. Mathematics laboratory specialist should be employed to assist students to learn mathematics better.</p>

 <p><b>Khadija Alhumaid</b> ERCICTEL1917063</p>	<p><b>Keywords: Evaluating, Status, Mathematics, Laboratory, Secondary School</b></p> <p><b>Feminist Works that Reshaped Education Theory</b></p> <p><b>Khadija Alhumaid</b> College of Education, Zayed University, United Arab Emirates</p> <p><b>Abstract</b></p> <p>The present paper tackles the efforts of four feminists (Maxine Green, bell hooks, Christine Sleeter and Patti Lather) by showing the main feminist ideas each has focused on in her writings, driven by their lifestyles, experiences, and careers. It is clear that these feminists' works reflect the feminist ideas in which each believes in (equality, freedom, pluralism, and educational reform). It is concluded that these ideas, if applied, can improve education because they pay attention to marginalized women, establish democratic teaching and build a healthy educational climate for both teachers and students where they are connected to the wider community.</p> <p><b>Keywords: Feminism, Educational Theory, Maxine Green, Bell Hooks, Christine Sleeter</b></p>
<p><b>Chun Chuen Billy Chan</b> ERCICTEL1917065</p>	<p><b>Insights on Designing a Visual-based Approach to Teaching and Learning Academic Argumentation through Infographics</b></p> <p><b>Chun Chuen Billy Chan</b> Education Department, Faculty of Arts and Social Sciences, The University of Sydney, Sydney, Australia</p> <p><b>Abstract</b></p> <p>Constructing sound argumentation for academic purposes is an essential skill required from undergraduates (Davies &amp; Barnett, 2015) but forming it has proved challenging (Lee &amp; Deakin, 2016) for teaching and learning in university (Hirvela, 2017). This study aims to investigate a visual-based approach to teaching and learning critical thinking for academic purposes in higher education. Using infographics as the mediating artefacts (Wertsch, 1997), the concepts of logical argument (i.e., Toulmin's model), and visual literacy related to infographics reading and design are scaffolded to introduce and explain to learners through task-based activities. Overall, the visual-based pedagogy using infographics for teaching and learning logical argument is designed to enhance learners' various 21st century skills, particularly logical argument and visual literacy. The data of a speaking assessment was collected from a group of non-native English speaking students who enrolled in a ten-week bridging English course at a college in Sydney. The assessment is divided into two parts: a brief presentation of a self-chosen infographic on a given topic, and a small group discussion on a given infographic. Using qualitative methods including observation, immediate recall, and reflective feedback, preliminary analysis on the speaking test shows that fine amendments on the design of course material, and assessment tasks are required. This has derived recommendations on developing and design a syllabus, course material, and assessment that are suitable for using infographics to teaching and learning critical thinking.</p> <p><b>Keywords: Logical argument (i.e., Toulmin's model), Visual literacy, EAP, Infographics</b></p>
<p><b>Sophia Marie Gamboa</b> ERCICTEL1917066</p>	<p><b>Diverse Attachment Between Humans and Robots</b></p> <p><b>Sophia Marie Gamboa</b> Lorma Colleges Basic Education Department, La Union, Philippines</p> <p><b>Abstract</b></p> <p>Robotics throughout the years, it has become a foundation that continues to opens doors to many opportunities that lead to a greater impact in our society. Therefore it is a must to understand the capabilities of both humans and robots creating a co-operative relationship between them that can strengthen the bond. The main goal of our study is to be able to spread awareness on how robots or automatons can give us an advantage in life, how it can assist us in the things we need to do, especially towards the minority: those who have special needs that can possibly be catered by robots. The theoretical framework is based on how a robot's behavior can be evaluated by comparing it to another entity which is also capable of social interaction, which, in this case, are PWDs. The process we used for Data Procedures are using Coding, Thematisation and Triangulation. With the data gathered by the researchers, functions and applications of robotics</p>



	<p>among people with disability were analyzed. The Human Robot Interaction among the perspective of PWD's such as its relationship and challenges of integration were also effective as it gives them a keen understanding that this could also benefit and help them whether, physically and mentally. We researchers conclude that the process of the interview conducted gave an opportunity to discover and understand the certain aspects concerning the PWD's. With this, it serves as a foundation that continues to develop and open doors to many opportunities that lead to a greater impact in our society.</p>
<p><b>Galina Bakhtiarova</b> ERCICTEL1917067</p>	<p><b>Teaching the Preservation of Cultural Heritage in Ecuador as a Nation-building Project at a Public University in Connecticut, USA</b></p> <p><b>Galina Bakhtiarova</b> Department of World Languages and Cultures, Western Connecticut State University, Danbury, Connecticut, USA</p> <p><b>Abstract</b></p> <p>I teach classes in Spanish language and culture at a regional public university in the state of Connecticut, USA. The influx of students born in Ecuador or belonging to families that come from there in this part of Connecticut prompted me to research the policies and efforts of Ecuadorian government aimed at the preservation of its tangible and intangible heritage. This presentation will show how the incorporation of this cultural component in the curriculum serves as a motivational tool for WCSU students who come to the department of World Languages and Cultures to learn about the cultures from which many of them were torn as children or young adults. Students in my classes explore how Ecuador, a nation defined by its colonial past and multiple dramatic events in the twentieth century, such as wars, military take-overs and natural disasters, only recently has become conscious of its important cultural and artistic heritage. The current constitution approved in 2008, placed special emphasis and provided support to The National Institute for the Preservation of Cultural Heritage (Instituto Nacional de Patrimonio Cultural). This institution has embarked on multiple projects in different areas of the country that are designed to preserve, systematize, and divulgate cultural heritage. The new constitution and The National Institute for the Preservation of Cultural Heritage also allowed for an innovative approach in acknowledging not only tangible values, such as architectural complexes, cities and national parks, but intangible heritage as well. The interplay between the tangible and intangible cultural heritage and its place in the national imaginary has been of special interest to me and my students who have participated in a variety of events and projects on field trips to the province of Azuai and have promoted and divulgated their work in Connecticut.</p> <p><b>Keywords: Tangible Intangible Cultural Heritage; Regional Public University; Nation Building</b></p>
<p><b>Nour AlSharifi</b> ERCICTEL1917071</p>	<p><b>Knowledge Management: A Critical Literature Review (Definitions, Strategy, Enablers, Processes)</b></p> <p><b>Nour AlSharifi</b> Technology and Innovation Management, Arabian Gulf University, Salmaniya, Bahraian</p> <p><b>Al-Jayyousy Odeh</b> Technology and Innovation Management, Arabian Gulf University, Salmaniya, Bahraian</p> <p><b>Almahamid Soud</b> Technology and Innovation Management, Arabian Gulf University, Salmaniya, Bahraian</p> <p><b>Abstract</b></p> <p>The aim of this paper is to review Knowledge Management (KM), knowledge management strategy (KMS), KM enablers (KME), and KM processes (KMP). The review proposed a new model for KC including an axial and spiral relationship consisted of six dimensions: action, reflection, intuition, imagination, dialogue and co-creation, presented to overcome the limitations of Nonaka and Takeuchi (1995) model. The research recommends future studies to validate the applicability of the new model with real data. Practitioners also can create dynamic firms by utilizing the proposed model to foster innovation.</p>
<p><b>Ana Sofia Loreen Mirambel</b></p>	<p><b>Weaving the Culture of Digital Tourism in the Summer Capital of the Philippines</b></p>



<p><b>ERCICTEL1917073</b></p>	<p style="text-align: center;"><b>Ana Sofia Loreen Mirambel</b> Junior High School, Lorma Colleges Basic Education Schools, Urbiztondo San Juan, La Union, Philippines</p> <p style="text-align: center;"><b>Abstract</b></p> <p>As the time passes and culture is passed on to different generations, the elements of tourism diverse. With the prevalence of technology in our country, its citizens will have a better grasp of what tourism actually is. This paper tackled and delved deeper on how beneficially technology can affect and be the bridge to connect the gap between tourism and culture. In the modern era, technology is ever-evolving, and it can be a great enhancement or tool for boosting tourism especially through digital tourism. Whilst its social costs, both globalization and modernization cannot be ignored; digital tourism can transform the imagery and identity of a locality. The scholars used the method of semi-structured interviewing and analyzed their accumulated data through thematization for this phenomenological study. The researchers have identified the elements of Digital Tourism mainly focused on programs, technology and media. Meanwhile, the researchers also determined the implications of Digital Tourism to the locals, the tourists and the government. The following influences of Digital Tourism are also scrutinized by the researchers on culture and the development of the city. As a conclusion, the scholars have found out that Digital Tourism is firmly applicable to the City of Baguio and is adhered by tourists, locals and the government. <b>Keywords: Tourism, Technology, Culture, Identity, Globalization</b></p>
<p><b>Ozan Evrim Tunca</b> <b>ERCICTEL1917080</b></p>	<p style="text-align: center;"><b>Using Distant Learning Platform for Musical Instrument Teaching, Akadema</b></p> <p style="text-align: center;"><b>Ozan Evrim Tunca</b> Conservatory Music Department, Anadolu University, Eskisehir, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The purpose of this study is about a research on the musical instrument education program which is a part of Anadolu University's online distant learning platform called AKADEMA. Music education, especially learning how to play musical instruments, has been one of the major topics of general education. Today, formal musical instrument education is available in conservatories and music departments of fine arts and education colleges, and informal or non-formal musical instrument education is available in private music schools and courses in many countries including Turkey. In Turkey also, recorder or harmonica is taught in public schools as part of the general music education. The face-to-face individual lessons are the major and popular instructional strategy in teaching instruments. However, not only in Turkey but also in the world very little number of people has chance to obtain instrument lessons. There have been different strategies for spreading musical instrument education. One of them is online learning. There are various applications of online instrument education. For example Berklee School of Music, Northwestern University and University of North Carolina have been offering courses over Coursera (a major MOOCs provider), such as Introduction to Guitar, Teaching Violin and Viola, Fundamentals of Rehearsing Music Ensembles, most of them do not include actual playing. A group of well-educated professional instructors of the Anadolu University including myself established a distant musical instrument learning program. Anadolu University has the advantage of having the largest distant learning program in Turkey. This paper will explain and explore the stages of the program's creation and how many courses generate the program. <b>Keywords: Instrument, Teaching, Learning, Distant Learning, Musical Instruments</b></p>
 <p><b>Ayesha Khalil</b> <b>ERCICTEL1917082</b></p>	<p style="text-align: center;"><b>Academic Challenges of Turkish International Students in Pakistan: A Qualitative Study</b></p> <p style="text-align: center;"><b>Ayesha Khalil</b> Department of Psychology, Faculty of Arts &amp; Social Sciences, University of Central Punjab, Lahore, Pakistan</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Studying abroad is quite interesting for the students who wish to learn new cultures and languages. Some students prefer to go abroad for higher education so they can also get to experience different culture, people, languages and learn many other things about the host country. When students choose to go abroad for higher education, they are faced with many challenges in education. Every</p>

country has their own unique education style and it is quite challenging to adjust to different academic teaching style and new learning environment. This particular study examines the issues surrounding Turkish international students experience of higher education in Pakistan. Qualitative methodology was employed to penetrate into the topic under investigation. Semi-structured in-depth interviews were conducted with a sample of 6 Turkish students. By using Thematic Analysis five themes emerged: (a) language barrier, (b) un-cooperative classfellows, (c) expectations from teachers, (d) different study methods, (e) inability to express in class. The findings both supports and contribute new aspects to the knowledge of this experience. A number of recommendations are made to enable those who come to Pakistan from Turkey to adapt and make the transition necessary in order to enhance their experience of pursuing education in a foriegn country.

**Keywords:** Academic Challanges, Qualitative Study, Thematic Analysis, International Students

**Academic Challenges of Turkish International Students in Pakistan-A Qualitative Study**

**Keversnur Ersan**

Department Of Psychology, Faculty Of Arts and Social Sciences, University of Central Punjab, Lahore, Pakistan

**Abstract**

Studying abroad is quite interesting for the students who wish to learn new cultures and languages. Some students prefer to go abroad for higher education so they can also get to experience different culture, people, languages and learn many other things about the host country. When students choose to go abroad for higher education, they are faced with many challenges in education. Every country has their own unique education style and it is quite challenging to adjust to different academic teaching style and new learning environment. This particular study examines the issues surrounding Turkish international students experience of higher education in Pakistan. Qualitative methodology was employed to penetrate into the topic under investigation. Semi-structured in-depth interviews were conducted with a sample of 6 Turkish students. By using Thematic Analysis five themes emerged: (a) language barrier, (b) un-cooperative classfellows, (c) expectations from teachers, (d) different study methods, (e) inability to express in class. The findings both supports and contribute new aspects to the knowledge of this experience. A number of recommendations are made to enable those who come to Pakistan from Turkey to adapt and make the transition necessary in order to enhance their experience of pursuing education in a foriegn country.

**Keywords:** Academic Challanges, Qualitative Study, Thematic Analysis, International Students



**Keversnur Ersan**  
ERCICTEL1917083

**The Role of African Literature in the Struggle against Post-Colonial Dictatorship- Analysis Of Selected Works of African Writers**

**Dr. Mohammed Marzuq Abubakari**

Center of Languages, University of Applied Management, Accra, Ghana

**Abstract**

In its evolution, Africa has undergone an amalgamation of bitter experiences: from racism to colonialism. It was the expectation of many that Independence from foreign domination was to mark the beginning of perpetual liberty, solidarity, and prosperity on the continent. However, after the overthrow of colonialism, dictatorship by the new African leaders became a pronounced feature of governance. Multi-party constitutionalism was reduced to one-party despotism in some parts of the continent. In other African countries, various forms of military junta replaced constitutional democracy, paving the way for tyranny by the African against the African. This Paper examines the extent to which African writers used literary power as a weapon to combat post-colonial dictatorship. In a form of normative analysis, the Paper uses a qualitative approach with selected works of four African writers as a sample. In view of the nature of the analysis, the purposive sampling technique is adopted. The objective is to inspire contemporary African writers to confront the threats of post-colonial dictatorship that retards development on the continent. After a review of related literature and content analysis of the sampled works, the Paper finds that the brain power exhibited by the authors constitutes a tremendous effort to emancipate Africa from the shackles of post-colonial dictatorship. Among other recommendations, the Paper calls for mechanisms to rekindle the spirit of African Literature and to groom young African writers to become the champions of democracy and prosperity on the continent.



**Dr. Mohammed Marzuq Abubakari**  
ERCICTEL1917095



	<p><b>Keywords:</b> Post-Colonial Dictatorship, Multi-Party Constitutionalism, One-Party Despotism, African Literature, Colonialism, Independence</p>
<p><b>Jahari Jainal</b> ERCICTEL1917098</p>	<p><b>Teachers Conceptions and Practices of Formative Assessment in Science in Malaysian Primary School</b></p> <p><b>Jahari Jainal</b> School of Education, University of Bristol, United Kingdom</p> <p><b>Abstract</b></p> <p>This study set out to qualitatively explore teachers' conceptions and practices of effective formative assessment in primary school science subject according to three categories of Malaysian primary schools: non-transformation, transformation, and trust schools. The schools were structured accordingly in order to support the implementation of the new curriculum in 2011. Using a phenomenographic approach, the study looked at the ways in which teachers' conceptions on formative assessment could promote student learning of the science subject. Twenty-five (25) teachers and five (5) school administrators were interviewed to explore and understand their conception on formative assessment. Prior to the interviews, twenty-three (23) lessons were observed in order to get a complete view of how teachers used formative assessment in the classroom. Five (5) policymakers were also interviewed to understand the conceptions and practices of formative assessment from the policy perspective. Thematic analysis using both deductive and inductive approaches was used to identify, analyse and report the emerging themes from the data. Initial findings show that individual teachers perceived formative assessment differently based on the category of schools and the training they have received, both of which have directly influenced their formative assessment practices. This study contributes to knowledge in the field of formative assessment in the Malaysian context. It also shows how formative assessment could promote learning – an argument which has hardly been explored in previous studies. Furthermore, it argues that phenomenography as a methodology design is still underused in exploring conceptions and practices of formative assessment.</p>
<p><b>Yan Li</b> ERCICTEL1917099</p>	<p><b>A Comparative Study of Anglo Expatriate Managers and Host Chinese Managers Learning and Knowledge Acquisition in Multi-National Companies in China</b></p> <p><b>Yan Li</b> School of Management, Xiamen University, China</p> <p><b>Professor Steven J. Armstrong</b> University of Lincoln, Lincoln, United Kingdom</p> <p><b>Weining Guo</b> School of Management, Xiamen University, PR China</p> <p><b>Abstract</b></p> <p>This research examined how host culture and relationships with host managers affect Anglo expatriate managers' learning and knowledge acquisition in the context of cross-cultural adjustment within multi-national corporations (MNCs) in China. Analyses of multisource data collected from 110 Anglo expatriates and 244 host Chinese managers indicated that, as expected, Anglo expatriate managers and host Chinese managers become more congruent in the active-reflective learning dimension as the former adapt to their international work assignment. However, contrary to expectations, they become more incongruent in the abstract-concrete learning dimension as expatriates adjust to their international work assignment. The results also demonstrated that Anglo expatriate managers had higher levels of managerial tacit knowledge than their Chinese co-workers but the knowledge distance between them negatively influenced further knowledge acquisition by expatriates. This, in turn, affected expatriates' international work adjustment. The implications of these findings, the strengths and limitations of the research, and directions for future research are discussed.</p> <p><b>Keywords:</b> Expatriate Learning; Knowledge Acquisition; Comparative Study; Cross-Cultural Adjustment; Host Chinese Manager</p>
<p><b>Kah Liang Gan</b></p>	<p><b>The Impact of Culture Diversity on Group Dynamic</b></p>



<p>ERCICTEL1917102</p>	<p style="text-align: center;"><b>Gan Kah Liang</b> Yayasan Raja Zarith Sofia, Negeri Johor, Malaysia</p> <p style="text-align: center;"><b>Tan Kok Wei</b> Ph.D., School of Psychology and Clinical Language Sciences, University of Reading, Malaysia</p> <p style="text-align: center;"><b>Ooi Pei Boon</b> Ph.D., Principal Teaching Fellow, Department of Medical Sciences, School of Healthcare &amp; Medical Sciences, Sunway University, Malaysia</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Individual nowadays are exposures to a more diverse community, owing to the betterment in transportation and telecommunication systems. While some social scientist claimed that such diversity helps improve intergroup relationship; there are also concern if it could backfired with the potential increased interaction anxiety, and the threatening of positive distinctiveness. This study was designed with the aim to investigate relationship between cultural diversity and group dynamic. Thirty participants from 3 main Malaysians ethnic groups have been recruited for this social experiment (mean=22.33, SD=3.35; 15 males). This is a mixed model design, by which participants were randomly assigned to work in either high or low diversity group, for two different tasks in decision making. Their group membership was shuffle for each of the tasks. For low diversity groups, all members were from the same gender and same ethnic groups, whereas members of high diversity group were from 3 different ethnic groups, and a mixture of both genders. Participants were asked to rate their members in various scales (likability, level of cooperation, contribution, and overall attitude) upon completion of their task. The data across both tasks was collapsed for analysis as there were no significant difference in the rating between two tasks. Result showed member from the high diversity group were rated much higher on cooperation, <math>t(32)=2.49</math>, <math>p=.018</math> and overall attitude <math>t(32)=2.05</math>, <math>p=.049</math> than those from the low diversity group. No significant difference for the rating of likability and contribution between the two groups.</p>
<p style="text-align: center;"><b>Jiyeon Kang</b> ERCICTEL1917108</p>	<p style="text-align: center;"><b>The Feminist and Horizontal Practice Way through Distance Learning and Face-To-Face Learning in Universities in Korea</b></p> <p style="text-align: center;"><b>Jiyeon Kang</b> Department of Philosophy, Assistant Professor at Changwon National University, Changwon, South Korea</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Throughout history of civilization, the digital innovations may have brought about the greatest changes to many aspects of human lives. The effects of such tremendous changes cannot be limited to the areas of industry and economy. Perhaps, immediate and so direct changes to our lives may have occurred in our education system. The digital transformation in fact have produced great shifts in our approach to university-level education. To be more specific, in many universities in Korea, the rise of “distance learning” followed by association of educational media such as “mooc” is the best testament to the effects of such digital breakthroughs.</p> <p>I present horizontal, democratic, and feminist practice as a template for universal morality in many universities across the nation. The myriad innovations in educational media, which have been applied to university-level education, have produced not only some demonstrable outcomes, but a great change in professor-student relationships. Against this backdrop, it is necessary to accept this relation-oriented attitude as a template for action for all professors and students who contribute toward executing a horizontal, democratic, and feminist practice, thus positing and expanding it as a model of universal morality in our society. I herein demonstrate the face-to-face learning and distance learning as the examples of feminist, horizontal, and feministic practice.</p>
<p style="text-align: center;"><b>Sohel Rana</b> ERCICTEL1917110</p>	<p style="text-align: center;"><b>Abstract for Education Underprivileged Street Children of Bangladesh</b></p> <p style="text-align: center;"><b>Sohel Rana</b> Founder President, A Voluntary Organization, Chayatal Bangladesh, Dhaka, Bangladesh</p>

**Abstract**

I am Just introduce about Bangladesh, Bangladesh is a densely populated country with populations about 190 million About half of the populations of Bangladesh are under the age of 18 who are considered as children and more than 25 million of them are under the age of 5 About 77 % of children live in the rural areas and 23 live in the urban areas. One third of these children continue to live below the international poverty line. The violation of child rights is a common matter in Bangladesh. The children have basic rights to education, balance diet, health and nutrition, protection, participation, recreation, safe water, sanitation, and hygiene. Most of the children of Bangladesh are deprived from these basic rights .My Organization CHAYATAL BANGLADESH has taken steps for schooling all the children and to decrease child labors and other child abuses. And we attempt has been made here to discuss the aspects of child rights to create a child friendly environment in Bangladesh. Introduction By naturally the children are human beings who need moldings to become adults through learning and life experiences. The social structures of Bangladesh have failed to give all the children a natural opportunity for growth. The age for admission to employment under different existing laws varies from 14 to 18 years under the new labor law, enacted in 2006. About 13 % of the children of Bangladesh are involved in child labors and they are deprived from education and other child rights. Sometimes the children are involving crimes of carrying arms, drugs and other illegal materials.



Mohammed H. A.  
Rayyan  
ERCICTEL1917115

**The Effect of Lexical and Cultural Ambiguity on Translating English and Arabic Texts**

Mohammed H. A. Rayyan

Education, United Nation for Relief And Work Agency, Alburaij, Palestine

**Abstract**

Ambiguity is a natural feature that exists in all languages .Stylistically, it varies in degree from one domain to another .It simply means a state of having more than one possible meaning .Lexical and cultural ambiguities are interrelated phenomenon since lexical ambiguity is sometimes culturally determined. Thus ,what is lexically ambiguous in one society may not be such in another .This study will tackle the close relation between language and culture because language reflects the ideas, attitudes and other cultural aspects of a community . In addition to that the lexemes of a language manifest many cultural significant areas whether religious, aesthetic or social etc... This study will focus also on the impact of these two important features (lexical and cultural) on translating English and Arabic texts.

**Keywords:** Culture, Lexical And Semantic Ambiguity

Samuel Oluwatosin  
Ajibade  
ERCICTEL1917116

**Effects of Literal and Inferential Reading on Achievement in Reading Comprehension among Students with Reading Disabilities in Afijio Local Government Area, Oyo, Oyo State**

Samuel Oluwatosin Ajibade

Department of Special Education, University of Ibadan, Nigeria

**Abstract**

This study investigates the effects of literal and inferential reading on reading comprehension among students with reading disabilities in Afijio Local Government Area, Oyo, Oyo State. Participants were thirty (30) Junior Secondary School One (JSS1) students with reading disabilities who were purposively selected from two secondary schools in Afijio L.G.A. Three instruments namely: Screening Checklist for Suspected Learning Disabilities (SCSLD); Narrative Reading Comprehension Achievement Test (NRCAT) and Reading Interest Questionnaire (RIQ) were used to collect data for the study. Data gathered were analysed using Simple Percentage Technique. The outcome showed that was a significant main effect of treatment (literal and inferential reading types) on achievement in reading comprehension among students with reading disabilities. Also, there was a significant main effect of reading interest on participants' achievement in reading comprehension. However, no significant principal effect of gender on treatment was obtained. There was no significant interaction between: literal and inferential reading and gender on participants' achievement in reading comprehension. Based on the findings, it is recommended that teachers of students with reading disabilities should adopt literal and inferential reading skills in teaching reading comprehension to the students. Students with reading disabilities should also make use of the main two skills of reading while reading vis a vis prediction, visualization, activating



	<p>background knowledge and experience, clarifying and summarization for improved reading and academic achievement. <b>Keywords:</b> Reading Comprehension, Literal and Inferential Reading, Narrative Texts, Students With Learning Disabilities, Reading Disabilities</p>
<p>Fazee Khalid Alezi Mohammed Almuslimi ERCICTEL1917117</p>	<p><b>Problems of the Spoken English III Textbook and their Relationship to the Fluency Level of the Yemeni Second-Year EFL Learners</b></p> <p>Fazee Khalid Alezi Mohammed Almuslimi English Department, Faculty of Education, Sanaa University, Yemen</p> <p><b>Abstract</b> Textbook evaluation is an important step towards improving any educational process. This study aims at evaluating the content of the Spoken English III Textbook taught to the Yemeni Second-Year EFL students at the Faculty of Education, Sana'a University from the point of view of the students themselves. It further aims to find out if the content problems correlate significantly with their fluency level. A 25-item questionnaire of the textbook content was developed, validated and used for this purpose. It was given to thirty students to evaluate the content of the textbook. Those same thirty students were also interviewed with the aim of finding out their fluency level. A 6-point fluency rating scale was used for this purpose. The results showed that the Spoken English Textbook III has some content problems from the students' point of view. The study further found out that the cultural sensitivities are not considered to a great extent in the textbook addressed in this study. Besides, the language functions are not taken care of in the textbook. The final result is that there is a weak insignificant relationship between the content of the textbook and the students' fluency. Teachers are recommended to increase the incorporated functions in the current textbook.</p>
 <p>Seyed Mohammad Hossein Sadat Chavoshiyan ERCICTEL1917118</p>	<p><b>Peace and Sustainable Development in the Persian Gulf: Challenges and Opportunities</b></p> <p>Seyed Mohammad Hossein Sadat Chavoshiyan Islamic Studies, Al-Mustafa Open University, Qom, Iran</p> <p><b>Abstract</b> The Persian Gulf is considered to be one of the most important geostrategic and geo-economical regions of the world. Given the importance of this, the security of the Persian Gulf region, in addition to the regional dimensions of importance, and the International Dimension. In other words, the security of the Persian Gulf can be found at the International Security Office and added to issues such as energy security, new issues such as terrorism graft the security of this region has increased with global security. Establishing mechanisms based on this Suitable for building sustainable security with respect to existing barriers and challenges of dimensions of concern Regional and international. The Persian Gulf can be considered as a regional security suite, in this sense the various factors are the kind of continuity and interdependence of security between countries and actors has created a logic. Some efforts have been made to establish security in the Persian Gulf for decades the past has not been successful, and the region is still facing serious security challenges Faced. This paper seeks to answer the question of the main obstacles and challenges What has been the establishment of sustainable security in the Persian Gulf region and what can be done in this regard The security model and mechanisms used. In this regard, it is hypothesized that The Persian Gulf as a security suite due to a set of regional factors including The predominance of differences and the challenge of friendship and cooperation in the relationships between actors and approaches The different ones on the one hand and the negative influence of trans regional variables, on the other hand, have been witnessed so far. It has created stable security and, given the security interactions among actors, create security Sustainable through joint interactions in the form of collaborative participatory security and cooperation-based implementation will find. On this basis, while referring to the theoretical framework of the article, first, the barriers and actions The unsuccessful attempt to establish security in the Persian Gulf is dealt with, and then a collaborative security model based on cooperation and mechanisms for establishing sustainable security in the Persian Gulf is explained. <b>Keywords:</b> The Persian Gulf, Peace, Security, Cooperation, Development</p>





Mohd Iszuani Mohd Hassan  
ERCICTEL1917123

**A Study on How to Master Japanese Numbers In Oral Conversation using Japanese Inazuma Software**

Mohd Iszuani Mohd Hassan  
Centre for Modern Languages & Human Sciences, (Foreign Language Department), University Malaysia, Pahang, Malaysia

**Abstract**

The main objective of the study was to identify suitable sentence patterns in Japanese using numbers taken from the latest materials obtained from a recent course attended at the Japanese Language Institute at Urawa, Saitama, Japan. Participants in the present study were UMP engineering undergraduates who were required to take Japanese language course by their faculty. This research employed the quantitative methodology. A total of 120 UMP students who took compulsory Japanese language course were tested. The analysis applied interactional theory (Bloomfield, 1970; Halliday, 1973) in which measurement was based on the percentage of students who successfully used Japanese numbers in the recorded drama role-play. According from analysis, 60% students has problem for mastery of Japanese numbers in oral convers. Consequently, this research produced the new Japanese Inazuma software which has been used as a model for Japanese language multimedia learning at University Malaysia Pahang (UMP). By using this new software, students were able to apply their mastery of Japanese numbers in oral conversation. It is anticipated that the study will be useful in promoting the use of multimedia in the teaching and learning of foreign language not only among students at UMP or public universities but also at other institutions in Malaysia.

**Keywords:** Japanese Inazuma Software, Japanese Numbers, Conversation, Multimedia, Teaching, Identification



Olayinka Abass  
ERCICTEL1917132

**Impact of E-Learning In Teaching and Learning Processes**

Olayinka Abass  
Department of Computer Science, Ogun State Institute of Technology, Igbesa, Nigeria

**Abstract**

The demand to acquire knowledge or to learn is increasing exponentially, thus, the present technology had gone a long way to provide means to learn, irrespective of the distance or the location of the E-learner and source of information. This is achieved through electronic sharing of information and virtual classroom. However, virtual classroom and text based e- learning is a system design to help student gain access and acquire knowledge in any university of their choice. This method of learning will enhance face – to - face instruction or campus, use of computer in classrooms and elicitation of information with the World Wide Web (WWW) enhanced distance education (on or off campus). Individual and group learning with both print and computer based materials.

With all these, virtual classroom and test based e-learning knowledge is moving towards every students and teacher being an e- learner at least for part of their study, this could be through learning materials e- mails contacting tutors or submitting assignment, the use of website for research or any one of the myriad of e- learning application. Thus, student or teacher must not travel far to acquire knowledge.

The aim of this paper is to consider how efficient and effective e-learning is compare with conventional (traditional) learning in a blended learning environment. This paper will also highlight e-learning checklist, methods for e-learning and preparation for e-learning and equally provide students easier way to acquire desire certificates without physical contact with the teacher and educational institutions providing the services.

**Keywords:** E-learning, Computer, Website, Classroom, Print, Application

Ho-Ying Holly Chung  
ERCICTEL1917133

**Fostering University Students Rhetorical Knowledge Building and Speaking Skills Self-Efficacy in the English Public Speaking Domain**

Ho-Ying Holly Chung  
Department of English, School of Humanities and Social Science, The Hang Seng University of Hong Kong, Hong Kong

**Abstract**

Rhetorical knowledge is developed when students continually and actively negotiate “purpose, audience, context, and conventions as they compose a variety of texts for different situations” (WPA Outcomes Statement, 2014, para 4). In the English public speaking (EPS) education at university, this negotiation involves an active dialogue about realising different rhetoric-related expectations in EPS situations, both at school and at work, and how to meet them effectively. The EPS activities for university students and the ones in which students might find it considerably more worthwhile to engage, however, are primarily limited to oral presentations for their teachers whom they see as content experts and evaluators. It is not difficult to find some of their EPS productions substantially factual or even unnecessarily straight-forward or content-based. To a large extent, their EPS productions might still be in lack of a rhetorical awareness, namely the inability or unwillingness to conceptualise a purpose, an audience, a context and conventions, and an uncertainty about the rhetorical features of expository and argumentative modes.

This study, grounded in Bandura’s self-efficacy theory, investigates the degree to which the four sources of self-efficacy, namely enactive mastery experience, vicarious experience, verbal persuasion, and physiological and affective states, predict the speaking skills self-efficacy among 70 university students learning English as a second language in Hong Kong. All participants provide responses on a demographic questionnaire and two self-efficacy scales, namely the English public speaking (EPS) Self-efficacy Scale and the Sources of Self-efficacy in EPS. The demographic questionnaire will ask about students’ prior EPS course experience, gender and academic major. The EPS Self-efficacy Scale questionnaire will measure self-efficacy across the four EPS competences, namely topic/ content, language, organisation and delivery. The Sources of Self-efficacy in EPS will investigate the construction of university students’ speaking skills self-efficacy through the four subscales grounded in Bandura’s four sources of self-efficacy. This Scale will especially focus on students’ rhetorical knowledge building in their prior EPS engagements, peer learning, verbal feed-backing and reactions to emotional changes during public speaking.

The findings hope to reveal how the students perceive and value the building and the application of rhetorical knowledge in their EPS activities, and how a strong rhetorical awareness could help bridge the gap between their future professional goals and their EPS engagements in their university study. Pedagogical recommendations for the building of students’ speaking skill self-efficacy building and rhetorical awareness are to be discussed.



**Muhammad Azli Shukri**  
ERCICTEL1917134

**A Study on How to Master Japanese Numbers in Communication Skills using Japanese Inazuma Software**

**Muhammad Azli Shukri**  
Ump Press, University Malaysia Pahang, Pahang, Malaysia

**Mohd Iszuani Mohd Hassan**  
Ump Press, University Malaysia Pahang, Pahang, Malaysia

**Abstract**

The main objective of this study is to identify the effectiveness of Inazuma software developed by UMP Press in the use of Hiragana in communication. Participants in this study are UMP engineering students who are required to take Japanese courses by their faculty. This study uses quantitative methodology. A total of 120 UMP students taking Japanese language courses must be tested. The analysis uses interaction theory (Bloomfield, 1970; Halliday, 1973) where measurements are based on the percentage of students who successfully use Hiragana in recorded role play. According to the analysis, 60% of students have problems in mastering Hiragana in oral conversations. As a result, this study produced a new Japanese Inazuma software which has been used as a Japanese multimedia learning model at Universiti Malaysia Pahang (UMP). Using this new software, students can use their Hiragana mastery in oral conversations. It is hoped that this study will be useful in promoting the use of multimedia in teaching and learning a foreign language not only among students at UMP or public universities but also in other institutions in Malaysia.

**Keywords:** Japanese Inazuma Software, Hiragana, Communication Skills, Multimedia, Teaching, Identification

**Aidan Joseph**

**Feynman's Requiem: An Investigation into the Effects of Discourse-Focused Inquiry-Based**



<p><b>Bunachita</b> <b>ERCICTEL1917139</b></p>	<p><b>Learning on Student Interest and their Perceived Aptitude in a Science High School Economics</b></p> <p><b>Aidan Joseph Bunachita</b> <b>Student, Philippine Science High School, Main Campus, Quezon City, Philippines</b></p> <p><b>Abstract</b></p> <p>Recent advancements in education research have uncovered the efficacy of active learning in achieving the learning objectives set to meet the demands of the 21st century. Along with this, inquiry-based learning and its discourse-focused derivative have also started gaining traction; however, its more nuanced effects on student performance and student-teacher interactions have been largely untouched by recent literature, and little effort has been made to provide geographically diverse characterizations for it. This is especially true for the Philippines, a country whose education research terrain has failed to encompass the method to any actionable extent, owing most likely to the lack of incentive to participate in investigations on inquiry-based learning. This has led to a distinct lack of any streamlined education drives aimed at promoting inquiry-based learning methods.</p> <p>Qualitative methods were conducted to determine the effects of discourse-focused inquiry-based learning methods on student interest, namely interviews with the Economics teacher of the selected class who employs discourse-focused inquiry-based learning methods and a focus group discussion with randomly selected students from the class.</p> <p>The results show that employing discourse-focused inquiry-based learning leads to increased levels of interest in the subject. Focus Group Discussion participants unanimously reported a significant increase in their motivation to tackle the subject and the class, despite most of them admitting that they had never taken an interest in Economics prior to that class. It should be noted however that the style's tendency to lean heavily on recitations has been seen as intimidating by some respondents, although despite this they still attested to its efficacy in boosting motivation and morale. Future studies may seek to investigate with greater generalizability the key factors uncovered here.</p> <p><b>Keywords: Inquiry-Based Learning, Active Learning, Discourse, Technical Subject Education</b></p>
<p><b>Marine Abrahamyan</b> <b>ERCICTEL1917142</b></p> <p><b>+</b></p> <p><b>Elen Grigoryan</b></p>	<p><b>Digital Storytelling For 21st Century Skills</b></p> <p><b>Marine Abrahamyan</b> <b>TEFL, American University of Armenia, Yerevan, Armenia</b></p> <p><b>Abstract</b></p> <p>Digital storytelling is becoming increasingly popular in education. It is also being successfully adapted in EFL/ESL classrooms to engage learners in meaningful language use. However, beyond its unique abilities to elicit meaningful language it has many other strengths.</p> <p>The current paper reports a mixed-method research study on the potential of digital storytelling for 21st century skills: empowering students for civic engagement, vocabulary learning and finally motivating them to learn English in EFL/ESL classrooms. The sample of the study consisted of 28 EFL learners of the 10th and 11th grades enrolled in an Armenian private school. They participated in 12-week action research study in an after school English classroom digital storytelling being a primary teaching and learning resource taught through civic related materials which were designed and developed by the researchers.</p> <p>The instruments of the study included: a Motivation for Learning English questionnaire; a Civic Engagement questionnaire and a Vocabulary test. They were applied to the sample of the study before and after implementing the program. After collecting data from the three instruments a follow-up open-ended questionnaire was conducted.</p> <p>Findings of the study suggest that there is a statistically significant difference between the mean scores of the current research sample in the pre and post assessment of the three areas: motivation for learning English, civic engagement and vocabulary learning in favor of the post assessment.</p> <p><b>Keywords: DST, Vocabulary, Motivation, Civic Engagement</b></p>
<p><b>Felix Kwihangana</b> <b>ERCICTEL1917151</b></p>	<p><b>Creating Digital Teacher Identities: A Positional Identity Analysis of ICT Policies and Teacher Education Programmes in A Developing Country</b></p> <p><b>Felix Kwihangana</b></p>



Manchester Institute of Education, University of Manchester, Manchester, United Kingdom

**Abstract**

ICT has gained centre-stage in many developing countries which now view these technologies as a core aspect of their economic development strategies (Sein & Harindranath, 2004). In Rwanda for example, the goal is to create a knowledge-based, technology-led economy that will turn the country into a regional technology hub (Rubagiza, Were, & Sutherland, 2011). For such ambitions, especially in the education sector, the immediate reaction has been investing into resources often at the expense of changing attitudes and forging new identities that are actively responsive to the new 'technology environment' that is being created. The lack of efforts in forging these identities has led to misuse or underuse of the resources that have been otherwise expensively acquired. Often times, technology equipment delivered to schools is kept in their original packaging. It is this challenge that led to the study that is addressed in this presentation.

Following a socio-cultural approach and using positionality (Davies & Harré, 1990) and positional identity theory (Holland, Lachicotte, Skinner, & Cain, 1998), I analysed educational policies and teacher education programmes aimed at technology training of teachers to understand the expected roles for ICTs in the education sector in this specific context and the identities assigned to teachers through these policies to ensure those roles are fulfilled. I explore potential links between teachers' ICT responsibilities and expectations (assigned identities) in schools as stated in policies, and the way these are reinforced (or overlooked) during teacher training programmes, which affects ICT exposure and overall use by the school-going generations. Through the findings of this study, I am thus trying to bring attention on teachers as key players in the use of ICTs where the focus has often been on policy formulation and acquisition of infrastructure at the expense of training teachers in using the acquired infrastructure.

Dr Muhammad Idris  
ERCICTEL1917166

**An Analysis of the Inaccessibility to Rights and its Psychological Impact on Female Teachers at School level in Pakistan**

**Dr. Muhammad Idris**  
Assistant Professor

Department of Education, Abdul Wali Khan University, Mardan, Pakistan

**Dr. Tariq Mehmud**  
Deputy Registrar, Abdul Wali Khan University, Mardan, Pakistan

**Mr. Farooq Hussain**  
Assistant Professor, Department of Physical Education and Sports, Abdul Wali Khan University, Mardan, Pakistan

**Abstract**

The study probes the problem of female teachers' access to rights in various schools of Pakistan. The study is an investigation of the perceptions of the women teachers and their heads about rights and its psychological impact on female teachers. All women teachers and administrators of the public and private schools of District Mardan were constituted as population of the study. Random sampling techniques were used for the selection of sample. i.e. 4709 women teachers (3936 Public and 773 Private teachers) and 899 administrators from 899 public and private schools of the district. Respondent of the study were teachers (469 public and 77 private) and educational managers (68 public and 21 private). The data was collected through questionnaire and it was tabulated, analyzed and interpreted in the light of objectives of the study. On the basis of the findings of the study it was revealed that majority of the women teachers were psychologically affected as to the highest degree they have no access to their rights. For strengthening their competencies and capacities, both colleges as well as university mentors should extend a helping hand to uplift the rights of female teachers. It is also recommended that further research may be conducted in such related areas to solve the issue according to their demand.

**Keywords:** Women Teachers, Basic Rights, Social Rights, Deprivation, Psychological Impact, Inaccessibility, Attitudes, Education and Managers



Peace Alufohai  
ERCICTEL1917172

**Assessment of the Implementation of Oral Aspect of French Curriculum of Upper Basic Level Students in Edo South Senatorial District, Nigeria**

**Peace Alufohai**  
Curriculum and Instruction, Faculty of Education, Ambrose Alli University, Ekpoma, Nigeria

**Abstract**

The study assessed the implementation of the practical component of French curriculum in Upper Basic Level in Edo South Senatorial District of Edo State, Nigeria. Three research questions were raised and two hypotheses formulated to guide the study. The study adopted the descriptive survey research design. The sample comprised 7 teachers and three hundred and twenty four (253) students drawn from public and private secondary schools in Edo South Senatorial District of the State. The purposive sampling technique was used to select teachers while the students were selected using the simple random sampling technique. A checklist titled: Oral French Facilities Checklist (OFFC) and a questionnaire titled: Oral French Lesson Frequency Questionnaire (OFLFQ) were used to collect data for the study. The data collected were analyzed using percentages, means and chi-square analysis. The hypotheses were tested at 0.05 level of significance. The results of analysis revealed among others that the availability of French laboratory facilities in the schools was inadequate for effective implementation of oral French curriculum. The teachers' qualification was significant in the effective implementation of oral French curriculum in schools. Based on the findings, recommendations were made amongst which is that government should make provisions for adequate French laboratory facilities for effective implementation of Oral French Curriculum.

**Keywords: Implementation, Oral French, Curriculum**

Zehra Keser Ozmantar  
ERCICTEL1917173

**An Investigation of Changes in The Prospective Teachers Perception of School Principals: A Longitudinal Study**

**Zehra Keser Ozmantar**  
Educational Sciences, University of Gaziantep, Gaziantep, Turkey

**Abstract**

The aim of this study is to investigate the changes in the prospective teachers' perception of school principals through the preparation period of undergraduate education. To this end, a longitudinal study was designed. The first dataset were collected immediately after teacher candidates' enrolment to the program in the fall semester of 2014-2015 academic year. The second dataset were collected just before the preservice teachers' graduation in the spring term of 2017-2018 academic year. In both datasets, prospective teachers were asked to define school principals by using a metaphor. The data were examined with a content analysis technique. The 16 prospective teachers who participated in the study identified the school principals positively in both datasets; 11 students defined negatively. 4 students identified school principals with positive aspects in the first dataset and negative opinions in the second dataset. On the other hand, the negative definitions of 8 students in the first dataset turned positive in the last four years. As a result, four years of undergraduate education changed the opinions of 12 students, while 27 students did not change their negative/positive descriptions. Yet, it has been observed that there was a qualitative change in the metaphors expressed by those who did not change positive/negative descriptions. Findings suggest that in the second dataset, teacher candidates focused more on the job descriptions of school principals and made more theoretical definitions. Based on the results of this study, the possible causes of change and the potential effects of education faculties on this change will be shared with the participants during the presentation.

**Keywords: Prospective Teachers, School Principals, Metaphor, Longitudinal Study**

Mehmet Fatih Ozmantar  
ERCICTEL191174

**Ethical Dimension of Mathematics Teachers Instructional Actions and Decisions**

**Mehmet Fatih Ozmantar**  
Department of Mathematics and Science Education, University of Gaziantep, Gaziantep, Turkey

**Medine Coskun**  
Hatay Directorate National Education



**Abstract**

The aim of this study is to explain the ethical dimension of instructional decisions and actions of mathematics teachers. The research was designed as a multiple case study. Three mathematics teachers working at secondary level participated in the study. Data were collected through semi-structured interviews with teachers. In the determination of the content of the interviews, different mathematics teachers' opinions were gathered, classroom observations were made, grade sheets and teacher exam papers were examined. The data were subjected to content analysis. As a result of the analysis, it is observed that teachers take certain actions with ethical considerations, which at times results in ethical tensions. Analysis also indicated that the ethical tensions could be explained and examined through four distinctive conceptions: ethical uncertainty, ethical dilemma, ethical conflict and ethical distress. These theoretical conceptions have been explained with examples and their functions and potentials for teacher actions and decisions were exemplified with regard to mathematics instruction. Our observations convinced us that it would be misleading to consider teachers' instructional decisions independent of ethical tensions and such considerations run the risk of reducing mathematical instruction to a mere pedagogical practice.

**Keywords:** Ethics, Ethical Tension, Mathematics Instruction, Instructional Decision



Alexander Jima Nez  
ERCICTEL1917179

**The Modern Movement and Its Impact on The Teaching and Scientific Production of Architecture:  
A Bibliometric Analysis**

Alexander Jima Nez

Faculty of Architecture, Universidad Nacional De Colombia, Medellin, Colombia

Daniel Cardona Valencia

Faculty of Economic and Administrative Sciences, Instituto Tecnológico Metropolitano, Medellín,  
Colombia

Nathalie Montoya Arango

Faculty of Architecture, Universidad Nacional de Colombia, Medellín, Colombia

**Abstract**

The "modern movement" or modern architecture was an architectural style developed between 1925 and 1965 approximately and that represented a revolution in architectural design with the inclusion of materials such as steel, glass and reinforced concrete. Currently this movement is widely disseminated in the academy and higher education programs as a process of modernization and decisive fact that changed the way it is designed and built today.

The objective of this paper is to examine the research trends related to the modern movement. The methodology consists of the bibliometric analysis of 339 academic publications related to the subject from the Scopus database.

**Characterization of Teaching-Learning Methodologies in Higher Education**

Daniel Cardona Valencia

Department of Finance, Faculty of Economic and Administrative Sciences, Metropolitan  
Technological Institute, Medellin, Colombia

Eric Castañeda Gómez

Faculty of Economic and Administrative Sciences, Instituto Tecnológico Metropolitano, Medellín,  
Colombia

Alexander Jiménez

Faculty of Architecture, Universidad Nacional de Colombia, Medellín, Colombia

María Eugenia Morales

Faculty of Business Studies, Institución Universitaria de Envigado, Envigado, Colombia

**Abstract**

Higher education is increasingly being permeated with active methodologies in teaching-learning



Daniel Cardona  
Valencia  
ERCICTEL1917180

processes as tools for the reach of academic competencies and the improvement in the transmission of knowledge. This study presents an account of the main trends found in the Scimago Journal & Country Rank of Scopus, the Journal Citation Reports of the Web of Science, and the Google Scholar Metrics platform during the period between 2007 and 2018, with aspects related to the identification of methodologies and orientations associated with university education. As a result, a classification of the main efforts in thematic is provided. It also identifies the growing interest in complementing traditional classes with ICT tools and the application of innovative or disruptive methodologies that are becoming relevant in the academy, such as gamification, collaborative learning and storytelling that are developed in academic environments of universities and with growing interest in administrative, financial and social science related areas. The large number of reflexive works is also highlighted, pointing out the need to apply these strategies as part of pedagogical evolution; but with few findings of applications or theoretical bases that represent significant contributions to knowledge or that mark milestone in academic construction from practice or from application.

**Keywords:** Teaching-Learning Process, Higher Education, Gamification, Soft Skills

Ghaida Ali Alzahrani  
ERCICTEL1917062

**The Use of Mother Tongue in the English Class**

Ghaida Ali Alzahrani

Education and Kindergarten Department, Najran University, Sharurah, Saudi Arabia

**Abstract**

The aim of this study is to figure out the use of mother tongue in teaching English from the teachers and students perspectives in the public secondary schools at Sharurah province in the Kingdom of Saudi Arabia. A sample of 210 students and 19 teachers was randomly selected from different public secondary schools for the aim of the investigation. Data were collected by means of two questionnaires, namely, Teachers Questionnaire and Students Questionnaire. The findings of this study revealed that the mother tongue is using frequently during English class by teachers. most of the teachers use translation to explain new and difficult vocabulary, and for other purposes, such as giving instructions, explaining certain grammatical points, conducting part of classroom discussion, explaining reading passages, and answering comprehension questions which they can't answer in English.

**Keywords:** mother tongue, translation, English class, EFL



Christine Condaris  
ERCICTEL1917072

**Creating a Digital Exhibition of the Artifacts from the Village of Dafni, Greece: A Work in Progress**

Christine Condaris

Fine & Performing Arts Department, Massachusetts College of Liberal Arts, North Adams, Massachusetts, United State

**Abstract**

The village of Dafni is located 11 miles southeast of Sparta, in the Peloponnese peninsula. The 2011 census registered 865 people living there. Dafni was settled around the year 1600 with inhabitants from Lykovouno, a nearby medieval village. During the summer of 2018, I visited the home of Petros Tsarouhas, the self-appointed cultural steward of Dafni, and toured his collection of artifacts. Housed in two rooms of his four room house, Mr. Tsarouhas has everything from farming and kitchen tools, to bloomers and bread stamps - approximately 500 items. His house serves as the physical repository for the history of Dafni inhabitants from the eighteenth century to the early twentieth century. At the present time, the collection is unorganized and not open to the public.

The goal of my project is to preserve and present this unique collection by making it accessible to a public audience in a digital format, thereby giving unprecedented access to treasure that would be never be seen otherwise. It would allow viewers to identify the values and beliefs of the Dafni residents and promote discussions about the life and work of these people.

Folk museums are uncommon in Greece. While there are museums of ancient artifacts as well as modern day olive oil and wine displays, extant objects depicting everyday life from the nineteenth and twentieth centuries have not been assembled. In this respect, the Dafni collection is rare. The collection is a microcosm of the world Greek immigrants left behind and may give us a glimpse of what informed their decision to leave the homeland.

**Keywords:** Artifacts, Greece, Digital Museum, Immigration



Akiyoshi Wakatani  
ERCICTEL1917081

**Web-Based Tools For Education of Shared-Memory Parallel Programming and Its Application To Flipped Classroom**

Akiyoshi Wakatani  
Faculty of Intelligence and Informatics, Konan University, Kobe, Japan

Toshiyuki Maeda  
Faculty of Management Information, Hannan University, Japan

**Abstract**

Along with the progress of semiconductor technology, parallel systems have been spread over many application areas. Recent microprocessors, which contains many processing cores with a SIMD-type ALU, are utilized by using several shared-memory parallel programming methods such as AVX, OpenMP and POSIX thread. In this paper, we classify exercises for the education of shared-memory parallel programming into the following three types: 1) syntax exercises for understanding usage of APIs, 2) semantics exercises including modification of for loops, and 3) integrated exercises using a fill-in-the-blank question. Then we develop a web-based application that automatically generates programming exercises by using templates and a scripting language. Our system is used for flip teaching approach. We also confirm the effectiveness of our system with automatic scoring function by pseudo flipped classroom experiments.

Our tools can be applied to pre-learning of a flipped classroom approach for the education of programming. So, in order to evaluate the effectiveness of our tools, we focus on AVX programming and evaluate the effectiveness of the flipped classroom education of AVX programming in a pseudo way. Fortunately, the results of the normal class and pseudo flipped class are almost same.

**Keywords:** Web-Based Learning, ICT Enhanced Teaching and Learning, Higher Education

Ibrahim Yildirim  
ERCICTEL1917084

**An application of Value Added Assessment for Determining School Effectiveness**

Dr. Ibrahim Yildirim  
Department of Educational Sciences, Harran University, Sanliurfa, Turkey

Dr. Sedat Sen  
Department of Educational Sciences, Harran University, Sanliurfa, Turkey

Dr. Mehmet Fatih Karacabey  
Department of Educational Sciences, Harran University, Sanliurfa, Turkey

**Abstract**

School effectiveness has been a challenging topic among educational researcher. A number of methods have been proposed in literature for this purpose. Three decades ago, researchers have started to develop a different approach called value-added assessment which allows educators to use longitudinal achievements of students to determine effective schools. According to Tekwe et.al. (2004) "Value-Added is a term used to label methods of assessment of school/teacher performance that measure the knowledge gained by individual students from one year to the next and then use that measure as the basis for a performance assessment system." The aim of this study was to introduce the value-added assessment, one of the approaches used in school and teacher assessment, and to demonstrate its application on a real data set using a value-added model. In the study, success rankings were made among the schools through a value-added model using TEOG (transition from primary to secondary education) exam scores of 539 secondary schools in Şanlıurfa province in Turkey. There are also school rankings made only according to the school mean which is called as current status approach. In the study, it was determined that there are differences between the rankings based on the obtained value-added scores and the rankings made only on the basis of means. It has been observed that the evaluation of the school performances according to the school average on an exam is not correct, and value-added assessment approach, reflecting how the schools are changing from one exam to the other, provides more objective results. Through the application with the Turkey data set, this study, will assist education policy makers to plan school and teacher evaluation more effectively.

**Keywords:** School Effectiveness, Value Added Assessment, Turkey

<p>Rebecca Ong ERCICTEL1917087</p>	<p>Language Learning Strategy Use in English for Academic Purposes (EAP) context</p> <p>Rebecca Ong Department of English, The Hang Seng University of Hong Kong, Hong Kong, China</p> <p>Abstract</p> <p>The monolithic nature and effectiveness of language learning strategies (LLS) has long been investigated in English language acquisition. With the rise of student centeredness and learning autonomy, research into language teaching can no longer be independent of language learning. As acquiring knowledge, proficiency, skills, and fluency in English are regarded as a prerequisite for undergraduate students, the development of academic writing courses will become even more important. This study aims at investigating the relationship between the use of LLS and students' gender and their major discipline in an English for Academic Purposes (EAP) context. To investigate language learning strategies used by freshmen at a university in Hong Kong, a total of about 70 students completed a questionnaire adapted from Oxford's (1990) Strategy Inventory for Language Learning (SILL). A follow-up interview with a small group of students and in-class observation will also be adopted as the instruments to collect the data. The results of data analysis will indicate the categories of learning strategies EAP students employ, the frequency of use and the choice of individual LLS. Pedagogical implications of these findings will also be examined in relation to Strategy-based Instruction (SBI) and teaching and learning in EAP context.</p>
<p>Yousef Alanezi ERCICTEL1917097</p>	<p>The Extent of Using Flipped Learning Strategies by the Students of the College of Basic Education in the State of Kuwait</p> <p>Yousef Alanezi Curriculum and Instruction, College of Basic Education, Kuwait</p> <p>Abstract</p> <p>The advantages of digital learning, including educational Platforms which combine e-content management and social networking, have spread lately. Educational platforms are considered one of the learning sources and help establish digital libraries. Educational platforms help different countries communicate in strange fields of specialization, and enable students to exchange ideas, hold discussions, accept and respect opinions and other opinions, something which supports creative thinking and cooperation among students to monitor and follow up students' performance in mastering skills, and to control students' lessons, administer electronic tests, and display written and oral test results to students on a regular basis, thus eliminating the obstacles facing parents in having regular access to their children's level and being aware of school and administrative systems without having to resort to school.</p> <p>The present paper aims at highlighting the importance of the teaching/learning applications of educational platforms for the students of the College of Basic Education in Kuwait, and identifying the applications of educational platforms that the students of the College of Basic Education use in e-teaching/learning settings, thus shedding light on the difficulties and obstacles that limit the use of the applications of educational platforms.</p> <p>The paper uses the procedures of the descriptive and analytical method. It consists of the following three main sections:</p> <ul style="list-style-type: none"><li>- The theoretical study: It sheds light on the results of the experiments, applications and research conducted in Arab and international higher education institutions and universities on the applications of Educational Platforms,</li><li>- The field study: A questionnaire using a 3-point Likert Scale (YES – To some extent know – NO) was administered to a representative randomly drawn sample of 200 female students from literary and scientific sections in the first and second term of the academic year 2018/2019 at the College of Basic Education in Kuwait.</li><li>- The data collected through the analysis of the students' responses on the research tools were statistically analyzed using SPSS, version 19 to conclude the results after establishing the validity and reliability of the tool to come up with the final recommendations and suggestions that might benefit the field in exchanging and enriching practical experiences, e.g. developing electronic manuals for different courses, specially the educational activities accompanying the application of curricula in order to develop them.</li></ul>



<p>Zhaohao Nian ERCICTEL1917112</p>	<p><b>Keywords: Educational platforms, Flipped Learning</b></p> <p><b>To Promote The Development of Teachers' Teaching Beliefs from the Perspective of Reflective Teaching</b></p> <p style="text-align: center;"><b>Zhaohao Nian</b> Faculty of Education, Palacky University, Olomouc, Czech Republic</p> <p style="text-align: center;"><b>Abstract</b></p> <p>With the development of pluralistic society and the arrival of lifelong education society, the whole society's expectation for the development of education has become more and more. Therefore, the educational expectation from the society is undoubtedly a big challenge to the professional development of teachers. Hoyle said, "Teacher professional development means the growth of a teacher's personal professional life, including the enhancement of confidence, skills and knowledge. The knowledge of the subject taught is constantly updated, broadened and deepened, and the reason consciousness of why I do so in class is strengthened "[1]. The professional growth of teachers is not only the accumulation of knowledge and skills, but also the system of teachers' thinking, values and beliefs. Comprehensive development. Encouraging teachers to reflect on teaching and improving their reflective ability can stimulate teachers' sense of teaching efficacy, and enable teachers to systematically examine their own teaching behaviors and ideas. Through solving problems and improving themselves, long-term development of personal ability and gradual improvement of teaching beliefs can be realized. As we all know, a society needs a group of teachers to cultivate new hope for the future society. In the current society, teachers are a group that needs courage to join and then stick to faith to continuously update and enrich knowledge in teaching. The teacher as a source of knowledge transfer and initiator, teachers' beliefs in time and dynamic teaching classroom gradually accumulated, and from the beginning of the novice teachers to flexible to use diverse teaching method of professional teachers in the process of leave the time and reflection on the teaching, and the long-term accumulation of reflective teaching has become a new Angle of view to review depending on the professional development of teachers' beliefs. In the process of teaching practice, teaching reflection ability and teachers' belief influence each other through cognition. Reflection on teaching process and teaching performance produces new information for individuals, and such impact brings knowledge renewal and adjustment of teaching belief, which influences the next teaching action after the processing of cognitive process. In fact, the periodic structure of reflection and belief is the process of helping teachers' professional development in practice.</p> <p><b>Keywords: Social Expectation, Teaching Reflection, Teacher's Teaching Beliefs</b></p>
 <p>Adebisi Toyosi Oladosu ERCICTEL1917136</p>	<p><b>Enhancing the Learning of Basic Concepts in Biology with The Utilization of Mobile Bio-Apps Among Biology</b></p> <p style="text-align: center;"><b>Adebisi Toyosi Oladosu</b> Department of Science Education, College of Education, Ikere, Nigeria</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The study examined the utilization of mobile application that is biology-based in the learning of some basic concepts among NCE Part II students in the Department of Biology, College of Education, Ikere, EkitiState, Nigeria. Among all the NCE Part II students which constituted the population, 100 students were purposively chosen and eventually randomly sampled into individualized bio-apps and collaborative bio-apps of 50 students each. These bio-apps groups have functional smart phones and their smartphones have biology dictionary downloaded on them. The third group of 50 students are of the traditional classroom and were randomly selected from the population. All the groups were exposed to the same instructional contents in BIO 214 (Plant Pathology). The individualized mobile bio-apps group was made to check basic concepts in plant pathology from the biology dictionary on their smart phones and discussed as the classes progressed. The collaborative bio-apps group was made to check those basic concepts in plant pathology from mobile bio-apps and collaborated among themselves while the classes progressed; while the traditional group was without mobile bio-apps and taken through traditional instructional strategy. Standardized Biology Achievement Test was administered on the three groups. Two research questions and three hypotheses were raised and answered descriptively. The results from</p>

	<p>the analyses show that students in collaborative bio-apps group performed better than their counterparts in individual bio-apps group and traditional class. Though, students in individualised bio-apps better than the students in the traditional calls but this was not statistically significant. It was therefore recommended among others that, though mobile bio-app improved students learning outcomes in basic concepts in biology, its utilization should engender collaboration among the students, so as to avoid distraction in using the mobile phone for something else other than learning.</p>
<p>Yunus Serhat Cayir ERCICTEL1917141</p>	<p style="text-align: center;"><b>A Group Work in Coping With Stress</b></p> <p style="text-align: center;">Yunus Serhat Cayir Department of Social Work, Faculty of Health Sciences, University of Anadolu, Eskisehir, Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>This research aims to provide students with skills to deal with stress and give psychoeducation. Research is a group study; Anadolu University Department of Social Work 4th year students were included in the study. Pre-test and post-test were applied by using The State-Trait Anxiety Inventory (STAI) and Automatic Thoughts Questionnaire for research's effectiveness. Cognitive behavioral therapy focused group work was carried out in 5 sessions. The data were analyzed by using SPSS 24 program.</p> <p><b>Keywords:</b> Stress, Coping With Stress, Psychoeducation, Group Work, Social Work Students</p>
<p>Tung-Kuang Wu ERCICTEL1917145</p>	<p style="text-align: center;"><b>Assessing Differences in Focus of Attention of Special Education Students in Primary School through Eye-Tracking Device</b></p> <p style="text-align: center;">Tung-Kuang Wu Dept. of Information Management, National Changhua University of Education, Taiwan, R.O.C</p> <p style="text-align: center;">Szu-Yun Lo Dept. of Information Management, National Changhua University of Education, Taiwan, R.O.C</p> <p style="text-align: center;">Ying-Ru Meng Dept. of Special Education, National TsinHua University, Taiwan, R.O.C</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this study is to investigate the differences in focus of attention (FOA) between special and regular education students of primary school when viewing the computer screen. The study is essential as it helps courseware developers in determining where to put learning elements that matter the most on the right position of screen. This study involves 91 special education students (among them, 45 are students with learning disabilities, LDs, and 46 are students with mild intellectual disability, MID) and 46 regular education students (RE). The participants are asked to view computer screen showing a picture partitioned into 3 × 3 grids (denoted grid 1~9 in row major order) with each grid filled with text or graphic icon. The eye-tracking device is used to record eye movement of the subjects. We list the major findings as follows.</p> <ol style="list-style-type: none"> <li>1. In text scenario, the first FOA for the three groups (LDs / MID / RE) are grid 5 (42.2%), 2 (41.3%), and 5 (50.0%), while the second FOA are grid 2 (15.6%), 1 (21.7%), and 2 (17.4%).</li> <li>2. In graphic icon scenario, the first FOA for LDs / MID / RE are grid 2 (37.8%), 2 (34.8%), and 5 (41.3%), while the second FOA are grid 5 (17.8%), 1 (21.7%), and 2 (13.0%).</li> <li>3. Significant differences exist in the first preferred FOA between students with MID and the other two (LDs and RE) in text scenario. On the other hand, significant differences exist in the first preferred FOA between students with LDs / MID and RE students in graphic icon scenario.</li> </ol> <p>In summary, in terms of FOA, the findings suggest that characteristic of students with LDs tend to be mostly similar to students of regular education in text scenario, while closer to students with MID in graphic icon scenario. Accordingly, when designing multimedia on-line courseware for students with LDs, the essential learning elements should be placed on grid 5 or 2 depending on whether the content being text or graphics. However, when it comes to designing both text and graphic-based courseware, the better choice to put essential content would be grid 2 and 1.</p> <p><b>Keywords:</b> Special Education, Learning Disabilities, Mild Intellectual Disability, Eye-Tracking</p>
<p>Wen Haw Chen</p>	<p style="text-align: center;"><b>Interdisciplinary Cooperative Learning in Undergraduate Mathematics Education: A Case of</b></p>



ERCICTEL1917148

### Teaching a Professional General College Geometry Course

Wen Haw Chen

Department of Applied Mathematics, Tunghai University, Taichung, Taiwan

#### Abstract

The development of geometry is closely related to culture, art, scientific technology and the discovery of the universe. Moreover, the beauty of geometry has appeared in historical stories, architectures, paintings, our daily life and applications of other disciplines. The contents of geometry are suitable for general and liberal education curricula in higher education. These included understanding of the relationship between geometry and the development of civilization, and of rigorous logic in geometry, as well as the objective to experience the beauty of geometry. This study conducted action research in an innovative college geometry course to investigate the effect of the course design. The idea of course design is to blur the boundaries between general and professional courses, which is called a "professional general course", and takes the history and applications of geometry as the core with interdisciplinary cooperative learning system. Here cooperative learning is facilitated by pairing major and non-major math students to discuss specified geometric topics from each other's professional perspectives. These topics includes Shapes and Solids, The Fourth Dimension, Projective Geometry, Topology, Bubbles, Harmony of Spheres, Chaos and Fractals, and Relativity etc. The result of this study shows positive impacts on students' learning outcomes and the improvement of students' learning effectiveness.

**Keywords:** College Geometry, Professional General Courses, Cooperative Learning



Dr. Mostafa  
Hekmatpoor  
ERCICTEL1917149



Mahdi Khaleghi  
ERCICTEL1917149

### New Weightlifting Methods for Children in Weightlifting Sport

Dr. Mostafa Hekmatpoor

Head of Coaching & Research Committee of Iran Weightlifting Federation, Alame Tabatabaei University, Tehran, Iran

Mahdi Khaleghi

Head of Coaching & Research Committee of Iran Weightlifting Federation, Alame Tabatabaei University, Tehran, Iran

#### Abstract

A coach assumes the responsibility for doing everything possible to ensure that the youngsters or beginners, in his or her class will have an enjoyable and safe experience while they learn weightlifting skills.

If coach takes the fun out of weightlifting and he or she then will take the kids out of weightlifting sport.

Children enter sport for a number of reasons to meet and play with other children, to learn skills and to develop physically, but their major objective is to have fun, help them achieve this goal by injecting humor and variety into your classes.

Such an approach will increase athletes' desire to participate in the future. The purpose of this research is to enhance and improve the athletes' (lifters') weightlifting abilities and skills by teaching them the most up-to-date training methods and techniques. In this method, coach will teach them how to avoid injuries while training and doing special weightlifting exercises and movements.

In this method, coaches teach their athletes the fundamental skills necessary for making success in weightlifting activities and obtaining medal at the national and international competitions.

Participating in professional weightlifting workshops in other countries is beneficial and useful for the participants and increases their knowledge and skills. In addition to having weightlifting knowledge, the coach must implement proper training and safety methods.

If an athlete / lifter is severely injured In weightlifting sport, it means that the coach will lose him or her forever and this would be considered as a great loss for the coach.

It has been concluded that if coaches pay much attention to their athlete's safety and improvement, he will be much more successful in his profession.

**Key Words:** New Weightlifting Training Methods, Proper Tools and Training Area, Safety Methods, Modern Knowledge & Skills, Minimizing the Risks of Injury

<p>Ashraf Ghaly ERCICTEL1917167</p>	<p style="text-align: center;"><b>Artneering: A Matrimony of Art and Engineering</b></p> <p style="text-align: center;">Ashraf Ghaly Engineering Department, Union College, Schenectady, NY, USA</p> <p style="text-align: center;"><b>Abstract</b></p> <p>Significant emphasis is currently placed on integrating the liberal arts and engineering education. To graduate well-rounded individuals, engineering students, as well as those studying in the fields of the liberal arts and humanities need exposure to areas outside of their respective disciplines. It is inconceivable to graduate engineers or liberal artists or humanists who lack some degree of knowledge in areas other than their chosen fields. Examining an engineering product reveals the art and other non-engineering aspects that the designer took into consideration while laboring to produce the final product. In addition to technical soundness, a successful engineering product must be appealing, user-friendly, easy to operate, and intuitively functional. This paper details a required component in an engineering graphics course in which students were asked to choose a consumer product to dissect with a goal to study the design and functionality of its components. Students were asked to address the following issues: designer's process of thought in addressing user needs, design elegance, ease of use and efficiency, and appearance and appeal of the finished product. Students were required to draw a working model of the selected product and to illustrate, using animation, the mode of operation. Ultimately, students were expected to make suggestions or recommendations to improve their selected product and to enhance its utility. Students were graded on how well they responded to each of the points they were tasked to address in this project. A formal course evaluation showed that the project was very well received and highly appreciated by the vast majority of the students. They indicated that it opened their eyes and minds to the intimate relationship between engineering and non-engineering fields of study.</p> <p><b>Keywords: Engineering; Liberal Arts; Integration; Humanities</b></p>
<p>Yavuz Erdogan ERCICTEL1917185</p>	<p style="text-align: center;"><b>The Comparison of Computer Anxiety Levels Between Turkish, Kazakh and Russian Students in Higher Education</b></p> <p style="text-align: center;">Yavuz Erdogan Assoc. Prof. Dr., Marmara University, Department of Computer Education and Instructional Technology, İstanbul /Turkey</p> <p style="text-align: center;"><b>Abstract</b></p> <p>The aim of this study is to compare the levels of computer anxiety between Turkish, Kazakh and Russian university students. For this purpose, a preliminary study has been conducted for the linguistic equivalency of the Computer Anxiety Scale developed in Turkish language by Ceyhan and Gürçan-Namlu (2000) in the Kazakh and Russian languages. After analyses of reliability and validity for the translated forms, it has been determined that the Kazakh adaptation of the scale yielded a Cronbach's Alpha coefficient for internal consistency of 0.86, whereas the Russian adaptation yielded 0.85. The second stage of the study sought to comparatively investigate computer anxiety levels of Turkish, Kazakh and Russian university students using forms in the respective languages. 351 students from Marmara University of Turkey, 367 students from Kokshetau University of Kazakhstan and 389 students from Omsk State University of Russia have participated in the study, for a total of 1107 participants. The statistical One-way Analysis of Variance test has been employed for comparing the average computer anxiety levels of the said participants. Two-way analyses of variance have also been conducted for determining whether or not an interaction existed between the effects of nationality and certain personal variables (such as gender, computer ownership, field of study and region of residence) upon computer anxiety. Findings have indicated that computer anxiety levels of Kazakh students are higher than Turkish and Russian students. Significant interactions have been found between the effects of nationality*gender, nationality*computer ownership, and nationality*field of study upon computer anxiety. It was found out that female students, students that don't own a computer and students in social studies have higher levels of computer anxiety.</p> <p><b>Keyword: Anxiety, Computer Anxiety, Culture, Gender</b></p>
<p>Maria Pilar Posadas De Julian</p>	<p style="text-align: center;"><b>The Application of the CRAFT Program based on Mindfulness, Yoga, Positive Psychology and Emotional Intelligence on Music School students: Preliminary Findings of a Pilot study</b></p>



ERCICTEL1917190  
+  
Luis Javier Bartos  
Perez  
ERCICTEL1917190

Maria Pilar Posadas De Julian  
Department of Pedagogy and Singing, Higher Conservatory of Music, Camilo Jose Cela University,  
Madrid, Spain

L. Javier Bartos Pérez  
ME. PhD candidate. Faculty of Arts and Social Sciences, University of Waikato, Hamilton, New  
Zealand

**Abstract**

Music school students suffer from various psychological and cognitive impairments such as stress, anxiety and attention deficit, affecting their lives, overall happiness and academic performance. The CRAFT program, which is based on yoga, mindfulness, positive psychology and emotional intelligence, has been specifically devised to promote a more holistic and positive education that facilitates students' learning process, happiness, and health and well-being. The purpose of this conference is to present and discuss the findings of a pilot study conducted to determine the influence of the CRAFT program on music school students' attention and awareness. Children that were attending the subject of music at a public school were recruited and assigned to an experimental or a control group. The experimental group followed a CRAFT intervention that was transversally applied during their curricular music instruction over the second and third terms of the academic year. Within-group comparisons revealed that the experimental group reported and overall non-significant increase in the Mindfulness Awareness and Attention Scale (MAAS) from pre to post intervention, whereas a reduction for this parameter was observed in the control group. Between-group comparisons showed significant differences favoring the experimental group compared to the control group at post-intervention for the MAAS. The application of the CRAFT program seems promising to enhance music school students' awareness and attention. Further research is encouraged to determine whether implementing greater dosages of the program (in both frequency and duration), along with a wider range of psychophysiological dependent variables, could result in greater benefits for this population.

**Key words:** Attention, Awareness, Anxiety, Yoga, Mindfulness, Happiness, CRAFT program

**LISTENERS**

Holyvibration Justice Zabayor  
C.O.M.E.C, Charity Organization Music Entertainment for Children the Gambia, Gambia  
ERCICTEL1917061

Poma Longo Jean Carlos  
Social, Matrix Real ONG, Democratic Republic of the Congo  
ERCICTEL1917064

Abu Moro  
Department of English, Dunamis Complex School, Accra, Ghana  
ERCICTEL1917068

Oyinlola Abeke Anomo  
Teaching and Supervision, State Universal Basic Education Board, Ogun State, Abeokuta, Nigeria  
ERCICTEL1917069

Dr Kassim Olaide Anomo  
Department of Humanities, Word of Life Academy, Ijebu Ode, Ogun State, Nigeria  
ERCICTEL1917070

Charles Yaw Yeboah  
English Language Department, Mektebim Koleji Guzelbahce Kampus, Izmar, Turkey  
ERCICTEL1917074

Alfred Quarshie  
Department of English Studies, Premier Montessori School, Kumasi, Ghana  
ERCICTEL1917075

<p>Yoqoub Housain Language Center, Kuwait University, Kuwait ERCICTEL1917076</p>
<p>Robert Kirumira Child Development, Kirongerero Child Development Centre, Kampala, Uganda ERCICTEL1917077</p>
<p>Akinwolemiwa Awobodu Accounting and Educational Management, Levelsplus International Institute Educational Institute, Lagos, Nigeria ERCICTEL1917078</p>
<p>Yetunde Awobodu Integrated Science, Adeniran College of Education, Lagos, Nigeria ERCICTEL1917079</p>
<p>Segun Abayomi Shodeinde Travels and Hospitality, Showmic Travels and Logistics, Abeokuta, Ogun ERCICTEL1917085</p>
<p>Susan Alhafid Training Outreach Officer, Youth Education Rwanda Foundation, Sulaimani, Iraq ERCICTEL1917085</p>
<p>Taoheed Abiodun Omonitoju Transport and Logistics, Jibmond Business Solutions, Lagos, Nigeria ERCICTEL1917088</p>
<p>Mojammel Hossen Senior Manager, Event Management and Marketing, The Next Door, Dhaka, Bangladesh ERCICTEL1917089</p>
<p>Abdul Rahim Rony Proprietor, Jonaki Embroidery, Dhaka, Bangladesh ERCICTEL1917090</p>
<p>MD Javed Hasan Assistant General Manager, Event Management and Marketing, The Next Door, Dhaka, Bangladesh ERCICTEL1917091</p>
<p>MD Nurul Alam Bitu Business owner, Event Management and Marketing, The Next Door, Dhaka, Bangladesh ERCICTEL1917092</p>
<p>Hla Hla Zan Senior Officer, One Bank Limited Corporate Hq-Hrc Bhaban 46 Kawran Bazar, Dhaka Working Coxsbazar Branch, Coxsbazar, Bangladesh ERCICTEL1917093</p>
<p>Umme Habiba Nijhum Executive Business Development, The Next Door, Dhaka, Bangladesh ERCICTEL1917094</p>
<p>Samuel Chidozie Nwanekezie Computer Sciences, Globaltech World Computer Institute of Technology, Lagos, Nigeria ERCICTEL1917096</p>
<p>Oluwatobi Olukunle Alagbe Computer Engineering, Moshood Abiola Polytechnic, Abeokuta, Nigeria ERCICTEL1917100</p>
<p>Weining Guo School of Management, Xiamen University, China ERCICTEL1917101</p>
<p>Asish Sharker Proprietor, Design Club, Dhaka, Bangladesh ERCICTEL1917103</p>
<p>Ernest Kwame Sasu Project Manager, Sambeak Company Limited, Kumasi, Ghana ERCICTEL1917104</p>



**Dampha Muhammed**

**Research and Publication Department, Talls Transport Services Ltd, Banjul, Gambia  
ERCICTEL1917106**

**Anderws Appiah**

**Teaching, Ghana Education Service, Ghana  
ERCICTEL1917107**

**Emmanuel Bentil**

**Department of Social Science, KOG foundation, Kumasi, Ghana  
ERCICTEL1917109**

**Rafiqul Islam**

**Head of Admin, The Next Door Limited, Dhaka, Bangladesh  
ERCICTEL1917113**

**Sharmin Akter Jany**

**Business Development Manager, All Department, The Next Door Ltd, Dhaka, Bangladesh  
ERCICTEL1917114**

**Mir Sadequr Rahman**

**Deputy Manager Public Relation, The Next Door Ltd, Dhaka, Bangladesh  
ERCICTEL1917119**

**Mahamadul Hasan**

**Managing Director, Film Tech International Limited, Dhaka, Bangladesh  
ERCICTEL1917120**

**Olufemi David Babatunde**

**Sales Department, Honeywell Flour Mills PLC, Lagos, Nigeria  
ERCICTEL1917121**

**Ataa Bimpomaa**

**Teaching, Ghana Education Service, Ghana  
ERCICTEL1917122**

**Bimpomaa Ataa**

**Teaching, Ghana Education Service, Ghana  
ERCICTEL1917124**

**Gifty Frimpong**

**Educational Leadership, University of Education, Winneba, Kumasi, Ghana  
ERCICTEL1917126**

**Kazi Muztaba Ali Imam**

**Managing Director, Fastway Export and Import Ltd, Dhaka, Bangladesh  
ERCICTEL1917127**

**Hem Raj Khanal**

**NGO, KIC College under T.U Nepal, Kathmandu, Nepal  
ERCICTEL1917128**

**Pawan Poudel**

**Humanities and Social Science, Under T.U, Kathmandu, Nepal  
ERCICTEL1917129**

**Nahla Alkronz**

**Teacher, United Nations School, Palestine  
ERCICTEL1917130**

**Kehinde Akinagbe**

**Department of English, St. Louis Secondary School, Ondo State, Nigeria  
ERCICTEL1917131**

**Mr. Hossain Sarowar**

**Research & Publication Department, Housekeeping & Visa Consultancy Services, Doha, Qatar  
ERCICTEL1917135**

**Mohammad Nazim Dewan**

**General Manager, Proprietor, Managing Director, Glory Money Exc Ltd, Nazim Traders, Dhaka, Bangladesh  
ERCICTEL1917137**

**Tajudeen Bolaji Kadir**

**E-Book Library Nigeria, The E-Book Library Nigeria, Lagos, Nigeria**

**ERCICTEL1917138**

**Adesina Adebisi Adetolaju**  
Odey Philip Enterprise, Odey Philip Enterprise, Keana Nasarawa, Nigeria  
**ERCICTEL1917140**

**Mohamed Abdi Muse**  
Mohamed Abdi Muse, Gazi University, Turkey  
**ERCICTEL1917143**

**Lika Zaalishvili**  
Quality Control Department, LEPL Ilia Tsinamdzgvrishvili Community College, Tbilisi, Georgia  
**ERCICTEL1917144**

**Obiefula Emmanuella Chiamaka**  
IT Coordinator, Chino Info Tech Limited, Abuja, Nigeria  
**ERCICTEL1917146**

**Ibeh Okechukwu Maxwell**  
Marketing, Stanruth Travels & Tour, Abuja, Nigeria  
**ERCICTEL1917147**

**Mrs. Mazahertari Masoumeh**  
Head of Coaching & Research Committee of Iran Weightlifting Federation, Alame Tabatabaei University, Tehran, Iran  
**ERCICTEL1917150**

**Fayaz Ahmad**  
Mathematics, University of Swat, Islamabad  
**ERCICTEL1917152**

**Mamadou Korkea Jallow**  
C.O.M.E.C, Charity Organization Music Entertainment for Children, Gambia, Banjul  
**ERCICTEL1917153**

**Kayode Micheal Thompson**  
Sociology Applications, Bowen University, Iwo, Osun State  
**ERCICTEL1917154**

**Evans Osei Bonsu**  
English Department, Tafo Pankrono M/A Junior High School, Accra, Ghana  
**ERCICTEL1917155**

**Gurwinder**  
Proprietor, Gurwinder Academy, Jalandhar, India  
**ERCICTEL1917156**

**Miah Tara**  
Research & Publication Department, Tomm's Housekeeping & Visa Consultancy Services, Qatar  
**ERCICTEL1917157**

**Habibur Rahman**  
N.G.O, Disabled Women Development Organization (Dwdo), Dhaka, Bangladesh  
**ERCICTEL1917158**

**Prince Owusu Sekyere**  
Administration and Management, God's Glory School Complex, Kaneshie, Accra, Ghana  
**ERCICTEL1917159**

**Mohammad Motiur Rahman**  
NGO, Bangladesh Development Service Center, Dhaka, Bangladesh  
**ERCICTEL1917160**

**Shah Mohammad Ariful Islam Bhuiyan**  
NGO, Bangladesh Development Service Center, Dhaka, Bangladesh  
**ERCICTEL1917160**

**Mrisho Takam Mindu**  
Archdiocese OD, Dar Es Salaam, Tanzania  
**ERCICTEL1917161**

**Raphael Maxmillian Hitler**  
Archdiocese of Dar Es Salaam, Tanzania  
**ERCICTEL1917165**

**Blankson Amoako**



<p>Assistant Headmaster, Adiembra Anglican Primary School, Accra, Ghana ERCICTEL1917162</p>
<p>Ansdeep Panjeta Advocate (Lawyer) and President of Human Rights Journalist Association of India, District Bar Association, Kurukshetra, India ERCICTEL1917163</p>
<p>Abayomi Pelenjo Training, Supreme Travels support Services, Abeokuta, Nigeria ERCICTEL1917164</p>
<p>Kamara Soma Research &amp; Publication Department, Talls Transport Services Ltd, Banjul, The Gambia ERCICTEL1917165</p>
<p>Caroline Wambui Kuria Administration, Alila Charity Foundation, Nairobi, Kenya ERCICTEL1917168</p>
<p>Reginah Nakitemde Education, Chosen Charity Home, Kampala, Uganda ERCICTEL1917169</p>
<p>Md Anisuzzaman Social Service, Project Director, Dristi Proitbondhi Unnayan Parishad (DPUP), Dhaka, Bangladesh ERCICTEL1917170</p>
<p>Md Dulal Miah Social Service, Project Facilitator, Dristi Proitbondhi Unnayan Parishad (DPUP), Dhaka, Bangladesh ERCICTEL1917170</p>
<p>Md Kamal Hosen Khan Social Service, Project Coordinator, Dristi Proitbondhi Unnayan Parishad (DPUP), Dhaka, Bangladesh ERCICTEL1917170</p>
<p>Colleta Atieno Otieno Education, Teachers Service Commission, Kisumu, Kenya ERCICTEL1917171</p>
<p>Grace Amoako Head of Operations, National Investment Bank, Kumasi, Ghana ERCICTEL1917175</p>
<p>Agyemang Opoku Paul Makler Ghana Education Service, Kumasi, Ghana ERCICTEL1917176</p>
<p>Manoj Thapa Counselling, FASTER Abroad Study Pvt. Ltd, Kathmandu, Nepal ERCICTEL1917177</p>
<p>Ibrahim Lutaaya Happy Hearts Infant School, Lubugumu Makindye Division, Kampala, Uganda ERCICTEL1917178</p>
<p>Omar Saad Department of English, Faculty of Linguistics, Ahmus Academy, Alexandria, Egypt ERCICTEL1917181</p>
<p>Youssef Salem Department of English, Faculty of Linguistics, Ismailia Language Complex, Ismailia, Cairo ERCICTEL1917182</p>
<p>Baraka Micky Goliama Awareness and Productive Health Education, Youth Organization Program (YOP), Dar Es Salaam, Tanzania ERCICTEL1917183</p>
<p>Fofana Lamin Research Department, Tallas Transport Services (TTS) Ltd., Banjul, The Gambia ERCICTEL1917105</p>
<p>Abdallah Abdalattif Alsalem Department of English, Aleppo, Syria</p>

ERCICTEL1917111

Ataa Senior Bimpomaa  
Teaching, Ghana Education Service, Ghana  
ERCICTEL1917125

Paolo Patrizio  
Padova, Italy  
ERCICTEL1917184

Malgorzata Telesinska  
PhD candidate, Department of Architecture History, Art and Technology, Wroclaw University of Science and  
Technology, Poland  
ERCICTEL1917186

Fred Kisenyi  
Department of Computer Science, Faculty of Science, Kyamboogo University, Kampala, Uganda  
ERCICTEL1917187

Fatou Kinteh  
Ministry of Basic and Secondary Education, Banjul, Gambia  
ERCICTEL1917188

Sumaila Awudu  
Department of Education, Ghana Education Service, Kumasi, Ghana  
ERCICTEL1917189

## Upcoming Conferences

<https://eurasiaresearch.org/tera>

- 17th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 September, London
- 18th ICTEL 2019 – International Conference on Teaching, Education & Learning, 17-18 September, Jakarta
- 19th ICTEL 2019 – International Conference on Teaching, Education & Learning, 23-24 September, Hong Kong
- 20th ICTEL 2019 – International Conference on Teaching, Education & Learning, 06-07 October, Dubai
- 21st ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Prague
- 22nd ICTEL 2019 – International Conference on Teaching, Education & Learning, 14-15 October, Bangkok



- 23rd ICTEL 2019 – International Conference on Teaching, Education & Learning, 12-13 November, Singapore
- 24th ICTEL 2019 – International Conference on Teaching, Education & Learning, 08-09 December, Dubai
- 25th ICTEL 2019 – International Conference on Teaching, Education & Learning, 09-10 December, Sydney
- 26th ICTEL 2019 – International Conference on Teaching, Education & Learning, 18-19 December, Bali
- 27th ICTEL 2019 – International Conference on Teaching, Education & Learning, 20-21 December, Bangkok
- 28th ICTEL 2019 – International Conference on Teaching, Education & Learning, 26-27 December, Kuala Lumpur
- ICTEL 2020 – International Conference on Teaching, Education & Learning, 16-17 February, Dubai
- 2nd ICTEL 2020 – International Conference on Teaching, Education & Learning, 02-03 March, Melbourne
- 3rd ICTEL 2020 – International Conference on Teaching, Education & Learning, 24-25 March, Singapore
- 4th ICTEL 2020 – International Conference on Teaching, Education & Learning, 31 Mar – 01 Apr, Tokyo
- 5th ICTEL 2020 – International Conference on Teaching, Education & Learning, 13-14 April, London
- 6th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Berlin
- 7th ICTEL 2020 – International Conference on Teaching, Education & Learning, 11-12 May, Kuala Lumpur

- 8th ICTEL 2020 – International Conference on Teaching, Education & Learning, 19-20 May, Seoul
- 9th ICTEL 2020 – International Conference on Teaching, Education & Learning, 01-02 June, Prague

